DOCUMENT RESUME

ED 146 316 UD 017 539

AUTHOR	Robert, David S.
TITLE	An Analysis of Instructional Organization and Implementation of Strategies in Highly Individualized Elementary Schools Within the Metropolitan Chicago Area.
INSTITUTION	Chicago Consortium of Colleges and Universities, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
BUREAU NO	3-2306
PUB DATE	76
GRANT	NEG-00-3-0098
NOTE	147p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Elementary Education; Elementary Schools; Individualism; *Individualized Instruction; *Individualized Programs; *Organizational Climate; Organizational Communication; *School Environment; *School Organization; School Surveys
IDENTIFIERS	*Illinois (Chicago)

ABSTRACT

There are a large number of elementary schools in the U.S. which are in the process of developing or implementing highly organized programs of individualization. This study examines the organization and implementation of some of these highly individualized schools. It examines the correlation between high levels of individualization and the organizational climate within the buildings and some of the organizational structures and strategies that are developed and maintained in the organizational climate of the building. Through a survey of 1900 elementary schools in the Chicago area, 76 of the schools responding were identified as having well developed programs. The detailed analysis of this sample of 76 schools focuses on the following: (1) organizational climate, (2) role of the principals, (3) teacher input in decision making, (4) in-service support, (5) goals, (6) evaluation, (7) teacher planning, (8) community participation, and (9) principal's philosophy of education. A major conclusion that can be drawn from this study stems from the findings that highly individualized elementary schools are just as likely to have closed climate profiles as much as they are to have open climate profiles. The process of developing and maintaining an individualized program does place a great deal of stress on a staff. This stress can result in a closed climate with some mixes of principal and teachers, while some staffs see stress as a rallying point that assists them in developing a common philosophy and an open climate. The characteristic of principal's thrust seems to be the single most important factor in the development of highly individualized schools. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

5

UD

ED146316

AN ANALYSIS OF INSTRUCTIONAL ORGANIZATION AND IMPLEMENTATION STRATEGIES IN HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS WITHIN THE METROPOLITAN CHICAGO AREA

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

David S. Robert

Chicago Consortium
of
Colleges and Universities

UD017539

BEST COPY AVAILABLE

A Research Report Funded by the National Institute of Education
Grant No. NEG 00-3-0098

1976

NOV 10 1977

AN ANALYSIS OF INSTRUCTIONAL ORGANIZATION AND IMPLEMENTATION STRATEGIES IN HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS WITHIN THE METROPOLITAN CHICAGO AREA

DAVID S. ROBERT

Project Director
Chicago Consortium
of Colleges and
Universities
25 E. Jackson Blvd.
Chicago, Illinois
60604

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education and Welfare, National Institute of Education under the sponsorship of the Chicago Consortium of Colleges and Universities and in cooperation with local public and private school systems. Funds for publication of the results of this project were provided under the terms of Grant No. N.E. -G. 00-3-0098, project No. 3-2306.

1976

Acknowledgements

Words of thanks and commendation are due many persons for their cooperation and contribution to this project.

To Dr. John Beck executive director of the Chicago Consortium of Colleges and the Consortium Board of Directors for sponsoring this research.

To Drs. Barney Berlin, Max Bailey and Melvin Heller of Loyola University for their support and assistance in the early development stages of the project.

A special thank you to the teachers and principals who took the time to complete the various research instruments. The writer is deeply indebted to the many individuals for their cooperation.

To Dr. Robert Monks and Dr. John Penick for their assistance in making field observations. To Edward Brooks and the Loyola University Data Processing Center for their assistance in computor programing and data analysis.

And finally, to my wife and family for their support and understanding.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS....................ii

TABLE OF CONTENTS....................iii

TABLE OF TABLES....................v

CHAPTER I: INTRODUCTION....................1
    Overview of procedures....................2
    Rationale behind this study....................2
    What is Individualization?....................3
    Instructional characterization of Individualization.......6
    Individualized instruction in perspective....................9
    Four faces of Individualization today....................10

CHAPTER II: IDENTIFICATION OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS....................12
    Survey instrument....................12
    Construction of instrument....................13
    Characteristics of Highly Individualized Programs........15
    Validation....................20
    Analysis of survey data....................22

CHAPTER III: ORGANIZATIONAL STRUCTURES IN HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS....................31
    Structured interview of the principals....................31
    Analysis of the data....................33
    Organizational structures....................33
    Principal's instructional role....................34
    Significant problems in establishing an Individualized program....................35
    Principals' philosophic overview....................38

CHAPTER IV: ORGANIZATIONAL CLIMATE....................41
    What is Organizational climate?....................41
    Analysis of Organizational climate data....................45
    Relationship between OCDQ subtests and factors............46
    Additional research on Organization climate and Organizational structure....................49

CHAPTER V: CORRELATIONAL ANALYSIS OF DATA....................55
    Relationship between degree of individualization and organizational climate....................55
    Relationship between individualization and selected organizational factors....................56
    Relationship between selected organization elements and building factors....................56
    Correlation between subtests and factors of Halpin's OCDQ and other organizational factors....................57

CHAPTER VI: SUMMARY AND IMPLICATIONS OF THE STUDY............63

APPENDIX

A. Survey of Elementary Schools Attempting Formal Programs of Individualization....................................67

B. Organizational Climate Description Questionaire; Form IV.71

C. Subtest Questions of Halpin's OCDQ......................73

D. Table of Raw Score Data - Organizational Climate.........75

E. Table of Raw Scores - Principals Structured Interview....76

F. Individual School OCDQ Raw Data.........................77

G. Panel of Educators Participation Letter.................87

H. Validation: Rating and Ranking Format...................89

I. Principal's Letter Requesting Completion of Individualization Survey Instrument......................90

J. Request for School Participation Letter.................91

K. Overview of School's Individualized Program-Instrument...93

L. Directory of Highly Individualized Elementary Schools....95

   1. Schools with Highly Individualized Programs - Primary Level..103

   2. Schools with Highly Individualized Programs - Intermediate Level...................................110

   3. Schools with Highly Individualized Programs - Jr. High Level.......................................117

TABLE OF TABLES

Instructional Characteristics of Highly Individualized Elementary School Programs....................................18

Organizational Characteristics of Highly Individualized Elementary Schools..19

Elementary Schools Individualization Survey..................24

Description of Most Highly Developed Programs of Individualization in Top 76 Schools..........................25

Degree of Individualization of Given Subject Areas; Top 76...27

Degree of Individualization in Given Subject Areas; Entire Sample..28

Elementary Schools Individualization Survey..................30

Overview of Schools' Individualized Programs; Principals' Perception....................................40a

Identification of Halpin's Profiles of School Climate........44

OCDQ Subtest Factors for Selected Schools....................47

Relationship Between Degree of Individualization Subtests and Factors of Halpin's OCDQ..............................58

Relationship Between Subtests and Factors of Halpin's OCDQ and other Organizational Factors..............................59

Relationship Between Selected Organizational Elements and other Factors..60

Relationship Between Degree of Individualization and other Organizational Factors..61

Relationship Between Subtests and Factors of Halpin's OCDQ and other Organizational Factors..............................62

CHAPTER I

INTRODUCTION

Individualization has become an important component in many elementary school programs in the United States. The interpretation and emphasis may vary but most elementary programs have some mechanism that attempts to meet the needs of individual learners. Many schools have altered their philosophies placing primary emphasis on techniques of individualization. There exists a significant number of such schools which are in the process of developing or implementing highly organized programs of individualization.

This study seeks to examine the organization and implementation of some of these highly individualized schools. In doing so two major objectives must be accomplished. First, the proper identification of a sample of highly individualized elementary schools. Secondly, the examination of selected organizational factors which sustain these types of programs. This study will analyze the correlation between high levels of individualization and the organizational climate within the building. The study will also examine some of the organizational structures and strategies that have developed and maintained the organizational climate of the building.

The specific problem to be examined here is not the process of change in highly individualized schools but rather a search for bench marks or signposts that might better help the principal or the teacher evaluate progress in their movement toward individualization.

OVERVIEW OF PROCEDURES

In the Chicago metropolitan area 1900 public and private elementary schools were surveyed through an instrument developed by the author. The survey instrument was constructed so as to permit a computer identification of those schools most nearly fitting a criteria of successful individualization. The criteria was established through a search of the literature and a panel of educators knowledgeable in this field. Seventy-six schools were identified as having relatively well developed programs of individualization. A directory of these highly individualized schools was provided to all participants. A representative sample of these highly individualized schools was selected for a more detailed analysis.

The detailed analysis focuses on aspects of organizational climate, the role of the principal, teacher input in decision-making, in-service support, goals, evaluation, teacher planning, community participation and principal's philosophy of education.

RATIONALE BEHIND THIS STUDY

The decade of the sixties noted increased awareness that the rates and patterns of pupil learning were far more numerous than imagined earlier. The movement toward nongradedness has been one strategy reflecting the recognition of human differences and processes of motivation. The concept of educating individuals according to their unique needs and abilities is not new. The inflex of federal seed money in the early sixties stimulated the movement toward the individualization of instruction and toward organizational patterns that more easily facilitate pupil progress.

Robert H. Anderson (1962) notes that while theoretically the ideal means of regulating pupil progress may be the nongraded school, in practice this has rarely been the case. The reason for this failure he states lies in the fact that conventional curriculum guides and materials and the conventional strategies of the graded school are still being used. The implication being that changes in curriculum and instructional strategies must first be developed if changes in organization are to be truly meaningful. It is for this reason then that this study focused on the instructional and organizational strategies that facilitate individualization rather than non-gradedness or innovative practices that lead to a goal of individualization.

WHAT IS INDIVIDUALIZATION?

The proper place to start is in the clarification and interpretation of the overly broad concept of individualization. An attempt will be made to first clear the fog in this area.

The organization and implementation of elementary programs of individualization have long suffered from the lack of a systematic analysis. Goodlad (1968) after visiting many "non-graded" schools reported finding none that were truly non-graded. A variety of acronyms to describe programs intended to individualize and a number of school organizational schemes designed to foster individualization all subscribe to a common philosophy:

> "A philosophy of education that includes the notion of continuous progress, which promotes flexibility in grouping, and promotes a facilitative teaching role." *McCleod (1968)

Howard Blake (1973) suggests "Individualized instruction means the learning program for each curriculum area is organized in such a manner as to allow each child to move at his own pace under the guidance of his teacher. Instruction is non-graded, enabling each child to go as far in each subject as his ability permits." "Individualized instruction does not mean the child works alone at all times. It does not mean that the teacher relinquishes his responsibilities to a machine or to teaching material." (Individualizing Instruction 1973)

Robert Anderson (1964) states, "There is a growing committment to provide for individual needs through procedural alternatives: establishing different learning goals for different children; allowing different students different lengths of time for a given learning unit; using different learning materials and devices with different students; and using different methods or techniques with different students.

Rite and Dunn (1972) see individualizing or personalizing instruction as "focusing the emphasis of the instructional process on each individual student-his skills, abilities, interests, learning styles, motivation, goals, rate of learning, self-discipline, problem-solving ability, degree of retention, participation, strengths, weaknesses and prognosis for moving ahead. The teacher assumes the functions of learning facilitator, guide, professional diagnostician and prescriber of learning activities." The process places more responsibility for learning on the student and makes better use of his individual interests, goals and strengths.

The search for an adequate and precise definition of individualization leads one to conclude it is a general category of instructional methodology. It tends to be more personalized, with the child at the focal point rather than the teacher or the subject matter. There is room, however, for varying degrees of teacher directedness as well as varying degrees of subject matter depth.

The following definition has been abstracted from the literature and will be utilized as the working definition of individualized instruction for this study.

"Individualization of instruction permits the child to enter learning activities at his own level of development, continuing at his own optimal rate as far as he is able, without undue regard for the progress of his peers. Individualized programs recognize that different children have different learning style.

Individualization may take place ad independent study, auto-tutorial, one-to-one, small group or large group instruction. Individualized programs rarely see the large group as the predominate mode."

The fulfillment of this goal of individualization assumes several things:

1. Some means of assessing the level of a child's development.
2. It implies that a range of learning activities be available to the learner and that they be available when the learner requires them.
3. A range of learning activities implies that a set of learning objectives exists. It does not necessarily imply that there exists a prescribed sequence to those objectives nor that all objectives be fulfilled by all learners.
4. The continuous progress of the learner at his own optimal rate does imply that efforts will be made to provide for the learner's individual learning style.
5. The degree of pupil input in decision-making (making the child a self-reliant learner) is not in itself a function of individualization. However, it is the goal of learning and does result in higher motivation for learning. Therefore, it is often associated with individualized learning.

INSTRUCTIONAL CHARACTERIZATION OF INDIVIDUALIZATION

The selection of various characteristics of highly individualized programs and of the schools in which they are found originated from an examination of the literature.

Robert F. Carbone (1967) suggests a criteria for evaluating highly individualized programs.

1. There is a clear statement of instructional objectives organized in a realistic sequence and covering the entire span of the program.
2. Students are encouraged to progress at their own rate.
3. There is a sufficient variety of instructional materials on different levels of sophistication so that each teacher can adjust instruction to the range of abilities found in each classroom.
4. Students are flexibly grouped and regrouped using at various times such criteria as achievement, interests, diagnosed deficiencies and capacity for self-direction, depanding upon the objectives being attacked.
5. Assessment devices based on specific instructional objectives are used for grouping and regrouping.
6. Staff is committed to the concept of continuous and individual student progress.

An additional instructional component is allowing teachers to remain with the majority of homeroom groupings for at least two years.

William Hedges (1971) suggests eight characteristics of individualized instruction:

1. Attainment of predetermined levels of mastery.
2. Vary amounts of time to achieve level of mastery.
3. Frequent diagnostic assessments of progress.
4. Teachers' role changes to learning manager.
5. Students assume more responsibility for learning.
6. Each student is also a teacher-peer tutoring.
7. Classrooms are arranged differently physically.
8. We must begin systems analysis approach to schools as learning centers.

McQueen (1971) provides six characteristics of individualized instruction:

1. Children move at their own rate.
2. Curriculum is designed to meet the learners' needs.
3. Student has some voice in choosing activities within an academic area.
4. Objectives are prescribed.
5. Mastery level of achievement set for students.
6. Alternative learning activities.

O'Donnel and Lavarone (1970) suggest five basic elements of individualized instruction:

1. Purposeful pacing
2. Alternative means of learning
3. Self-evaluation process
4. Student decision making
5. Grouping by needs of learner not instructor

An exhaustive evaluation of New York state non-graded primary programs was done in 1969 by St. Johns University. They found the following characteristics:

Instructional characteristics of non-graded programs

1. An adaptable curriculum-operationally defined
2. An inventory of objectives
3. A system of diagnosis
4. A subgrouping format fostering individualization
5. A reporting system consistent with the philosophy of

non-graded schools

6. A non-graded program in at least two major areas (usually Reading and Math)

7. Absence of grade labels and related machinery

Related instructional characteristics

1. Assessment of individual differences

2. Differentiated pacing of instruction

3. Divers instruction materials compatible with individualized programs in the classroom.

4. Library Learning Centers with diverse and adequate materials for above programs.

5. Adjusted learning time-not all students expected to accomplish.

6. Flexible classroom organization-flexibility in size of group and composition.

INDIVIDUALIZED INSTRUCTION IN PERSPECTIVE

In utilizing a definition of individualized instruction it should be placed in some perspective. It is also helpful to view individualization as an evolving concept. In the first half of the twentieth century the idea of "meeting the child's needs" provided the setting for early attempts at individualization. The major techniques of individualization revolved around appropriate pacing of student learning. In some of the important mid-century breakthroughs, individualization was approached through changes in curriculum and classroom organization. The Winnetka and Dalton palns were examples of school adaptations through which each child might progress at his own rate towards goals common to all.

In the sixties and seventies the methodology of "how" to reach the evolving goal of individualization focused on motivation and student involvement (personalized learning); accommodations to individual differences by recognizing individual learning styles, pupil interest and input; and a more student-centered instructional approach. It was hoped that greater emphasis on these affective considerations would enhance cognitive gains.

FOUR FACES OF INDIVIDUALIZATION TODAY

The most common approach in providing for individual differences has traditionally been the DIFFERENTIATION OF ASSIGNMENTS. This is the mainstay of a well-run graded classroom. This format under the title of enrichment and remediation has long been utilized by master teachers.

The research of Goodlad and Anderson in the early sixties placed heavy emphasis on allowing for different rates of learning. The non-graded school was designed to facilitate the continuous progress of each child learning at his own pace. DIFFERENTIATED PACING is probably the most widespread form of individualization.

A third procedure for providing individualized instruction is the method of matching methods and materials to an individual's learning style. Some children will learn better if they hear an idea on a cassette or work with math manipulatives. DIFFERENTIATION OF MATERIALS AND MODES OF LEARNING has in recent years become the focal point in the individualization of instruction. Graded and ungraded classes utilize the technique and the systematic programs of individualization, such as I.G.E. (individually guided instruction) and P.L.A.N. (programmed learning according to needs) rely on it.

A fourth approach suggests that there are too few variations in goals for children. DIFFERENTIATION OF OBJECTIVES is viewed by many as a necessity in reflecting individual differences. There are two components to this approach, the need for individually prescribed objectives (I.G.E. or P.L.A.N., etc.) and the need for children to have input in determining selected objectives. (The open classroom and British primary approaches.)

CHAPTER II

IDENTIFICATION OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS

There are approximately 1900 public and private elementary schools within the Metropolitan Chicago area. This area includes the counties of Cook, Lake, Will, DeKalb, McHenry, Dupage, Kendall and Kane. Each of the elementary schools in this area received a survey questionnaire. Eight hundred and forty schools responded to the survey. Some of the schools returning the questionnaire did not completely fill them out, or in some cases turned out to be high schools or preschools. Seven hundred and ninety-six usable questionnaires were returned. Seventy-six of those schools responding were identified as having well developed programs of individualization. Most, but not all of the 76 schools were either visited by a member of the project team or identified through local educators. In some cases observation indicated that survey responses were misunderstood or in error. These were corrected or in a few cases the school was dropped from the original list of highly individualized schools.

SURVEY INSTRUMENT

The questionnaire consisted of 80 questions, divided into four major sections; general descriptive information, principal's rating of formal programs of individualization within the building, a section to describe the most highly individualized program at that school, and a section to describe the type and extent of program support. The instrument was self-marked by the chief administrator of the elementary school. Responses in the last three of the above sections were divided into Primary, Intermediate and Junior High.

The instrument was sent with a cover letter and placed major emphasis on formal programs in individualization. The following two criteria statements were included on the survey instrument:

THE EMPHASIS IN THE FOLLOWING QUESTIONS IS ON FORMAL PROGRAMS OF INDIVIDUALIZATION.

> No matter how skillful a single teacher may be, it is only when that skill is transformed into a transferable and replicable format that other teachers will share and extend such a program.

PLEASE USE THE FOLLOWING DEFINITION FOR ANSWERING QUESTIONS:

> INDIVIDUALIZATION permits the child to begin at his own level of development, to proceed at his own optimal rate and to continue as far as he is able. Individualized programs recognize that different children have different learning styles. Individualization may take place as independent study, one-to-one, small group activities, autotutorial, and often even in large groups of fifteen or more. Individualized programs rarely use the large group as the predominant mode.

CONSTRUCTION OF INSTRUMENT

The author is well aware of the problems associated with gaining agreement on what constitutes a highly individualized school. A definition of what is individualization is first necessary. Then one must establish the elements necessary to achieve individualization in a programatic form. Lastly, one must correctly gather the information from the sample of schools included in the study.

A working definition can with some effort be abstracted from the literature. However, the interpretation of what it takes to put the definition to work in an elementary school is a more difficult task. An examination of the literature did provide a list of the elements usually required to establish a successful program of individualization. This list was submitted to a panel of educators knowledgeable in this field. The educators included:

Dr. Bernard Spodek, University of Illinois School of Education, Urbana
Dr. Margaret Carroll, Northern Illinois School of Education, DeKalb
Eleanor Buehrig, State Coordinator of IGE/MUS-E, Springfield
Dr. Robert M. Gagne, Florida State University, Dept. of Educational Research, Florida State University, Tallahassee
Dr. Barney Berlin, Director of Student Teaching, Loyola University, Chicago
Dr. Max Bailey, School of Education, Loyola University, Chicago
Dr. Edward Pino, President, International Graduate School of Education, Denver
Dr. Herbert Walberg, Dept. of Educational Research, University of Illinois, Chicago Circle
Mrs. Margarite Block, Education Director, Educational Facilities Center, Chicago
Dr. Russell S. Way, University of Pittsburgh, Learning Research and Development Center, Pittsburgh

This panel of educators provided feedback and input in three areas.

1. A working definition of individualization.
2. The instructional characteristics of highly individualized programs.
3. The organizational characteristics of highly individualized schools.

CHARACTERISTICS OF HIGHLY INDIVIDUALIZED PROGRAMS

A set of instructional characteristics was rated by the panel. A rank order of the twelve most highly rated characteristics are provided in Chart A. Additionally, a set of organizational characteristics of the schools in which highly individualized programs are found was also rated by the panel. A rank order of these characteristics is found in Chart B.

An examination of the instructional characteristics of highly individualized programs as rated by the panel indicates that seven are clear requirements:

1. Students progress at their own rate.
2. Teachers act generally as facilitator of learning.
3. Ongoing student assessment techniques.
4. Assigning of objectives and groupings are done in terms of students' individual needs and style of learning.
5. Provisions for alternative learning activities.
6. Utilization of an alternative to the letter grade System.
7. Stated instructional objectives.

A second set of characteristics includes five that are generally strong descripters of highly individualized programs:

1. Mastery learning format.
2. Utilization of learning or interest stations.
3. Availability of diverse instruction materials on different levels.

4. Students self-evaluate their progress through some self-correcting activities.

5. The student has some opportunity to make decisions as to selection of activity or objective.

Additional possible characteristics were rated as not being good descripters of highly individualized programs.

There was an interesting division in opinion among the panel of educators in regard to the student input characteristics. This probably reflects the humanistic-open view of individualization as a lesser offshoot of the more classic objective-oriented mainstream of individualization.

The organizational characteristics of schools with highly individualized programs were also rated by the panel. A first set of five characteristics were highly rated by the panel.

1. Allows student to progress at his own rate.

2. Active inservice with strong teacher input in its preparation.

3. Nongraded or multi-aged student placement.

4. Teachers part of a formal group to discuss and adopt instructional programs.

5. Some form of formal evaluation.

An additional set of seven characteristics were rated as elements of many highly individualized schools.

1. Formal team meetings.

2. Perception of the principal as an instructional leader.

3. Utilization of differentiated staffing.

4. Working set of educational goals in writing.
5. Teachers organized into planning and teaching teams sharing responsibility for larger than classroom members of children.
6. Interdisciplinary teaming.
7. Nontraditional classroom space-open pods, double classrooms, etc.

CHART A

INSTRUCTIONAL CHARACTERISTICS OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOL PROGRAMS

Listed below are the twelve most highly rated characteristics

Rank Order	Characteristic	Mean Score *
1.	Allows student to progress at his own rate	1.48
2.	Teacher's role is generally that of a facilitator	1.66
3.	Ongoing student assessment techniques - based on specific instructional objectives and used for grouping and regrouping	1.67
4.	Assigning of objectives and grouping are done in terms of the student's individual needs and style of learning	1.75
5.	Provides alternative learning activities	1.78
6.	Utilizes alternative to letter grade system	1.78
7.	Stated instructional objectives - in written form that cover the entire span of the program	1.89
8.	Program is constructed on a mastery learning format (success orientation with minimal or no failure - child continues on an objective until he reaches an acceptable level of mastery)	2.25
9.	Utilizes learning or interest stations	2.25
10.	There are diverse instructional materials on different levels of sophistication so the teacher can adjust instruction to the range of abilities within the class environment **	2.40
11.	Allows student to self-evaluate his progress through some self-correcting activities	2.44
12.	The student has some opportunity to make decisions as to selection of activity or objective **	2.52

The rating scale was as follows:

Rating Score	Response
1.	Characteristic of ALL highly individualized programs
2.	Characteristic of MOST highly individualized programs
3.	Characteristic of SOME highly individualized programs
4.	NOT a specific characteristic of highly individualized programs

---

*Mean Scores based on ratings of panel of educators

**Original statement modified and expanded at the suggestion of the panel

CHART B

ORGANIZATIONAL CHARACTERISTICS OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS

Rank Order	Characteristic	Mean Score*
1.	Teachers are meaningfully involved in instructional decision making	1.33
2.	Active inservice program with strong teacher input in its preparation	1.64
3.	Non-graded or multi-aged student placement	1.78
4.	Teachers are part of a formal group to discuss and adopt instructional programs	1.89
5.	Some form of formal evaluation	2.0
6.	Teachers within a team meet regularly and formally for planning as a unit (not for individual preparation)	2.22
7.	Teachers perceive the principal as an instructional leader	2.22
8.	Utilizes differentiated staffing	2.22
9.	The school has a current working set of educational goals in writing	2.44
10.	Teachers organized into planning and teaching teams sharing responsibility for larger than classroom numbers of children	2.56
11.	Classroom organization allowing interdisciplinary teaming	2.56
12.	Utilizes non-traditional classroom space - open pods, double classrooms, etc.	2.67

The rating scale used above was as follows:

Rating Score	Response
1.	Characteristic of ALL highly individualized schools
2.	Characteristic of MOST highly individualized schools
3.	Characteristic of SOME highly individualized schools
4.	NOT a characteristic of highly individualized schools

* Mean scores based on ratings of panel of educators

The characteristics gathered from the literature and rated and ranked by the panel of educators were then compiled into an initial survey instrument. This instrument was then used with twenty-two schools in a first examination of face validity. Participants discussed the instrument and some rewording and reorganization was necessary.

A weighted computor scoring program was then developed by the author in cooperation with Mr. Edward Brooks of the Loyola University of Chicago Computer Center. The computer services of the center were also employed in the analysis of the survey and of the study.

VALIDATION

The computer scoring provided us with a total survey score that permitted us to rank the 798 schools from highest to lowest. Approximately 10% of the schools responding received a computer rating of "highly individualized." This list of schools was then compiled and given to a second panel of educators knowledgeable in this area. The panel was composed of local educators familiar with schools with these types of programs. The panel selected the ten schools from the list that they were most familiar with. They ranked these schools from most highly individualized to least individualized. They then rated each of the schools on a scale of 1 to 10. A rating of 10 indicating the highest degree of individualization. A rating of 5 indicating a school with a program of individualization in at least one area. Scores below 5 indicating individualization only by isolated teachers but no formal program. A rating of 1 indicating a school without individualization of any kind.

These ratings and rankings were then correlated against the scores obtained from the survey instrument. The correlation was relatively high. However, a few of the schools had scores from the survey instrument considerably higher than the ratings given them by the panel. An examination of the programs at several of these schools indicated that the survey instrument had been incorrectly filled out. The inaccurate statements were corrected changing the school's relative ranking and in several cases dropping them from the top group.

This procedure of dropping schools not properly validated is a necessary feature of this type of study in that the purpose of the study is identification of highly individualized schools rather than the development of a highly validated research instrument. This process of cross checking schools in the top group with direct observation or first-hand knowledge by a member of the panel or cross identification through local literature was a necessary element of this study.

A second validation technique employed a stratified sample of Chicago Archdiocesan I.G.E. Schools. These schools were rated and ranked by observers familiar with these schools. The composite rankings were then correlated to the scores obtained by these schools on the survey instrument. The scores were moderately correlated to the rankings.

A final means of validation was direct observation of a representative sample of 14 of the 76 schools identified as highly individualized. Formal observation instruments were used by the author, Dr. Robert Monks and Dr. John Penick in the examination of these 14 schools. An observation score was then obtained and correlated against each school's score on the survey instrument. The observations confirmed that these schools were indeed highly individualized. However, the attempt to correlate a sample of the highest scoring schools on the survey instrument to the actual observation scored seemed to indicate that the instrument was not sufficiently discriminating to permit precise ranking of schools already identified as highly individualized.

ANALYSIS OF SURVEY DATA

Highly individualized schools do not conform to a single pattern. Enrollment does not appear to be a factor, however, the organization and the facilities design of highly individualized schools (76) are slightly different than the entire sample of schools surveyed (798). Highly individualized schools tend not to be organized in traditional k-8 patterns and have a relatively higher percentage of rennovated spaces and open spaces. They also tend to have special "programs" to assist them in their efforts.

Students in highly individualized schools tend to have classrooms that are organized around continuous progress or multi-aged formats and quite frequently utilize interdisciplinary teams.

Teachers in highly individualized schools are more frequently organized into planning and teaching teams and meet in regular weekly planning sessions. They receive more inservice training and are more likely to be involved in a formal decision making group at the school level. Formal program evaluation is four times more likely to occur in highly individualized schools and there is 25% more of a chance that the school will have it's educational goals reduced to writing. The staff is three times more likely to be organized into teaching teams, often utilizing team leaders and paraprofessionals.

ELEMENTARY SCHOOLS INDIVIDUALIZATION SURVEY

	Entire Sample (798)		Top 76	
	Number	Percent	Number	Percent
STUDENT ENROLLMENT				
0-199	69	8.7	7	9.2
200-399	259	32.5	29	38.2
400-599	248	31.2	22	28.9
600-799	133	14.2	10	13.2
800-999	55	6.9	3	3.9
1000 or over	52	6.5	5	6.6
SCHOOL LOCATION				
City of Chicago	224	28.1	13	17.1
City over 75,000	12	1.5	3	3.9
Suburban	516	64.7	58	76.3
Rural	45	5.6	2	2.6
SCHOOL ORGANIZATION				
Primary only	42	5.3	6	7.9
Intermediate only	13	1.6	3	3.9
Jr. High only	75	9.4	7	9.2
Primary + Intermediate	339	42.6	42	55.3
Primary + Intermediate + Jr. High	303	38.1	15	19.7
Intermediate + Jr. High	24	3.0	3	3.9
SCHOOL FACILITIES DESIGN				
Eggcrate Traditional Design	515	64.8	23	30.3
Eggcrate with walls removed	111	14.0	15	19.7
Open Space Pods	38	4.8	21	27.6
Combination of Open and traditional design	130	16.4	17	22.4
PARTICIPATION IN SPECIAL PROGRAMS OF INDIVIDUALIZATION				
IGE	82	10.6	22	30.1
Plan	50	6.5	5	6.8
IPI	16	2.1	3	4.1
Open	52	6.7	13	17.8
Local Program	331	42.8	28	38.4
None	242	31.3	2	2.7
STAFF ORGANIZATION				
Teachers	204	27.0	3	3.9
Teachers and Volunteer Aides	174	23.0	5	6.6
Teachers & Parapro. & Vol. Aid.	236	31.3	27	35.5
Team Ldr.Tch. Parapro. & Vol. Aid	141	18.7	41	53.9

DESCRIPTION OF MOST HIGHLY DEVELOPED PROGRAMS OF INDIVIDUALIZATION IN TOP 76 SCHOOLS RANKED BY MEAN SCORE

	PRIMARY MEAN	RANK	INTERM. MEAN	RANK	JR. HIGH MEAN	RANK
Alternative to letter grade	3.70	1	3.68	3	3.40	3
Progress at own rate	3.67	2	3.73	1	3.44	1
Different amount of time for different students	3.61	3	3.70	2	3.44	2
Grouping in terms of needs and learning style	3.52	4	3.56	7	3.24	7
Flexible Regrouping	3.50	5	3.62	4	3.28	5
Diverse Instructional materials	3.50	6	3.61	5	3.32	4
Alternative Learning Activites	3.42	7	3.57	6	3.20	8
Student Assessment Techniques	3.39	8	3.48	8	3.28	6
Mastery Learning Format	3.31	9	3.40	9	3.20	9
Stated Instructional Objectives	3.16	10	3.30	10	3.16	10
Facilitative Teaching Role	3.03	11	3.24	11	3.00	11
Learning Stations	3.00	12	3.11	12	2.72	14
Self-Evaluate	2.97	13	3.11	13	2.92	12
Student Decision Making	2.86	14	3.02	14	2.84	13

Reading is the most highly individualized area in primary and intermediate schools that are highly individualized while math is the most highly individualized in the Jr. High schools. Generally, the most highly individualized areas are reading and math followed in rank order by language arts, science and social studies. Highly individualized schools ranked progressing at a child's own rate, providing different amounts of time for different students and grouping in terms of a child's needs and learning style as the top criteria for individualized programs as well as the need for an alternate to the letter grade system.

It is interesting to note that highly individualized schools, described the elements of individualized programs very similarly to the entire sample of 798 schools. Other important elements of individualized programs include diverse instructional materials, flexible regrouping, alternative learning activities and student assessment techniques. At this point in the development of individualized programs, student decision making and self-evaluation occur relatively infrequently, and are ranked at the bottom of the characteristics of current highly individualized programs.

DEGREE OF INDIVIDUALIZATION IN GIVEN SUBJECT AREAS (PERCENT)

	TOP 76		
	PRIMARY	INTERM.	JR. HIGH
MATH			
Fairly Well Developed	42.9	41.3	37.5
Highly Developed	52.4	54.0	58.3
READING			
Fairly Well Developed	38.1	31.7	41.7
Highly Developed	57.1	63.5	41.7
LANG. ARTS			
Fairly Well Developed	49.2	47.6	50.0
Highly Developed	34.9	39.7	41.7
SCIENCE			
Fairly Well Developed	42.9	34.9	25.0
Highly Developed	23.8	33.3	33.3
SO. STUDIES			
Fairly Well Developed	42.9	38.1	33.3
Highly Developed	19.0	28.6	16.7

DEGREE OF INDIVIDUALIZATION IN GIVEN SUBJECT AREAS (PERCENT)

	ENTIRE SAMPLE (798)		
	PRIMARY	INTERM.	JR. HIGH
MATH			
Faily Well Developed	26.2	33.0	32.4
Highly Developed	12.1	13.9	12.5
READING			
Fairly Well Developed	36.5	37.0	32.0
Highly Developed	20.7	19.3	16.3
LANG. ARTS			
Fairly Well Developed	25.3	26.1	26.5
Highly Developed	8.8	9.5	9.4
SCIENCE			
Fairly Well Developed	13.8	16.5	28.2
Highly Developed	4.3	7.3	8.6
SO. STUDIES			
Fairly Well Developed	12.4	17.0	17.9
Highly Developed	3.9	6.5	4.3

There appears to be some correlation between teacher involvement in decision making and highly individualized schools; 93% of the highly individualized schools report teacher involvement in formal groups to discuss and adopt instructional programs, while 67.8% of the entire sample report this type of involvement. It is interesting to note the large number of schools that report this formal teacher involvement in instructional decision making. Highly individualized schools tend to spend more time on inservice training, evaluation of programs and written educational goals.

There also appears to be a dramaticly higher incidence of teaching teams in highly individualized schools (67.1%)compared to the entire sample (12.7%). Time spent on team planning is correspondingly higher in highly individualized schools with 68.4% of the highly individualized schools spending more than two hours a week in such palnning while 22% of the entire sample spending more than two hours a week in team planning.

It should be noted that in examining the statistics for the entire sample this includes the highly individualized schools. Therefore, a comparison of highly individualized schools to all others in the sample requires the subtraction of the former and this results in a much lower percentage for all other schools.

ELEMENTARY SCHOOLS INDIVIDUALIZATION SURVEY

	Entire Sample (798)		Top 76	
	Number	Percent	Number	Percent
TEACHER INVOLVEMENT IN INSTRUCTIONAL DECISION MAKING				
Tch. Implement Previous Program	44	5.9	0	0
Above plus Informal Input	197	26.3	5	6.6
Above plus Formal Group to discuss and adopt instructional programs	507	67.8	71	93.4
IN-SERVICE TRAINING DEVOTED TO INDIVIDUALIZATION				
0-2 days	263	35.7	7	9.2
2½-4 days	210	28.5	22	28.9
4½-6 days	142	19.3	20	26.3
6½-8 days	63	8.5	13	17.1
8½-10 days	29	3.9	5	6.6
More than ten days	30	4.1	9	11.8
CURRENT SET OF EDUCATIONAL GOALS				
No	44	5.8	1	1.3
Yes-Not in Writing	281	37.3	14	18.4
Yes-in Writng	426	56.6	60	78.9
EVALUATION OF INDIVIDUALIZED PROGRAM				
Informal from Admin., Tch., and parents	440	59.6	13	17.1
Semi-Formal at Building Level	203	27.5	27	35.5
Formal from Outside Evaluator	94	12.7	36	47.4
TEACHER ORGANIZATION				
Individual Classes Traditional Manner	297	39.3	3	3.9
Planning Teams; Responsible only for own classes	288	38.1	21	27.6
Teaching Teams; Responsible for larger than classroom number of children	169	22.4	51	67.1
TEAM PLANNING				
Teachers do not meet regularly	389	52.9	3	3.9
Teachers meet 1 hour per week	181	24.6	21	27.6
Teachers meet 2 to 4 hours per week	139	18.9	45	59.2
Teachers meet more than 4 hours per week	26	3.5	7	9.2

CHAPTER III

ORGANIZATIONAL STRUCTURES IN HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS

Seventy six elementary schools in the Metropolitan Chicago Area were identified as having highly individualized programs. Twelve of these schools were selected for a more in depth analysis as a representative sample. An attempt was made to select schools that reflected the organization, size and types of programs found in the sample of seventy-six. These twelve schools are not necessarily the highest scoring schools.

Each of the schools was examined in three ways. First, observations of the schools' programs were made by trained observers using a structured observation instrument that paralleled the survey instrument. The observation score was then compared to the survey score. Secondly, the principal of the school was interviewed in depth using a structured interview instrument. Thirdly, the entire staff completed Andrew Halpin's "Organizational Climate Description Questionnaire".

STRUCTURED INTERVIEW OF THE PRINCIPALS

The interview instrument sought information on school background, staff organization, educational goals and evaluation, team planning, teacher input in school decision-making inservice training and support, principal's instructional role, community participation and interaction, problems encountered in establishing these programs of individualization and the principal's educational philosophy.

The instrument developed by the author reflects organizational elements identified in the literature that may play some role in the development of highly individualized elementary schools.

Three factors are examined through several sets of questions. Factor I deals with the "Structures-in Interaction" that are utilized within a building in the development and maintenance of individualized programs. They include goal development, teacher planning, community participation, program evaluation. Factor II deals with "Teacher Involvement" in the instructional decision-making process and inservice support. Factor III deals with the "Principal's Instructional Role".

It was hoped that a careful examination of a sample of schools that had substantially reached a goal of individualization would provide a pattern of organizational characteristics.

ANALYSIS OF THE DATA

The twelve schools ranged in size from an enrollment of 165 teachers to an enrollment of 900. Nine of the schools were in the 300-675 range. The principals had been chief administrator of the buildings from one to 12 years. The average tenure as principal in that building being 3.5 years. The average years experience as an administrator being 7.8 years.

STAFF ORGANIZATION

An examination of the staff organization of these twelve schools shows nine of them utilize team leaders. Differentiation of staff roles is a common practice in most of these schools, however, only one of the schools could be described as heavily relying on aides.

The median staffing rationwas 20.7 pupils per full time equivalent certified teacher. Eight of the twelve schools had staffing ratios between 19.5 and 22.5. A staffing ratio is calculated by dividing the total number of pupils by the total full time equivalent number of all certified teachers assigned to a building. In developing a staffing ratio three instructional aides are given equivalent weight to one certified teacher. A staffing ratio of 20.7 typically would result in a median class size of approximately 26 children.

ORGANIZATIONAL STRUCTURES

These schools have been careful to document their educational goals in writing and to involve the staff in the development of these goals. It should be noted, however, that program evaluation has been largely semi-formal utilizing observation of local educators.

Teachers are generally organized into teaching teams and meet regularly and formally for team planning four or more hours each week in all but one school. Teachers are involved in instructional decision-making in most cases through formal groups that discuss, adapt, and adopt instructional programs. The most commonly used formal group to accomplish the above is the team meetings. The principal or the individual teacher is rated comparatively low in terms of making instructional decisions.

An analysis of inservice support activities, indicated that brainstorming sessions to solve school-wide problems were rated as the most valuable support structure. This was closely followed by subject area workshops for the purpose of demonstration or teacher development of materials.

PRINCIPAL'S INSTRUCTIONAL ROLE

The principals perceived their most important instructional function to be individual meetings with teachers to discuss instructional and curriculum concerns. This is followed closely by meetings with parents or parent groups and faculty meetings. The next important set of activities included meetings with students, keeping up with the latest in educational advances, meeting with consultants and specialists to discuss instructional and curricular concerns, and observing teachers for formal evaluation. A third set of activities rated lower than above included: Participation in team or subject area meetings, meetings with teachers to discuss non-instructional matters, interchanges with community outside the school. Activities that occur less frequently include teaching mini-courses or units for the pupils, providing demonstrations of teaching techniques, and teaching a mini-course or workshop for teachers or aides.

Principals in these schools report a high degree of parent participation in organized volunteer programs at the school. Parents are also highly involved in local PTA's. Regular newsletters are sent home to parents. Community members are also used on a frequent basis as resource personnel within the classroom for mini-courses, demonstrations and speakers. Parents are often included in special committees and participate in school/community councils. They are frequently surveyed for their opinion.

SIGNIFICANT PROBLEMS IN ESTABLISHING AN INDIVIDUALIZED PROGRAM

Each of the principals was asked to describe the three most significant problems they have encountered in establishing their individualized program. The twelve sets of problems are listed separately.

School #1 I.G.E SCHOOL

Parent pressure for evaluation data.

Need for reducing program into writing-written organization of curriculum and instructional and administrative design for building.

A need to unify the school-Teams become isolated and independent of the other teams and teachers within the school even to the point of reducing role of principal.

School #2 Year-round school-open and conventional spaces

Attitudes of selected staff group-problems of polarization of staff due to two types of problems within building.

Developing teaming skills and interaction. Human resources need development.

Funding for Individualization.

School #3 Large I.G.E Open Space magnate type school

Developing management and teaming skills.

Insufficient Funding.

Insufficient time-heavy load on teachers and administration to fully develop this type of program.

School #4 P.L.A.N. School

Parent attitudes and acceptance of program.

Acquisition of materials-programs and materials to fit school program.

Orientation of students to program-being able to handle their newly found freedom-students adapting to individualization.

School #5 Small multi-aged school-open and conventional spaces

Parent education-communicating the benefits of individualized programs.

Teacher readiness for individualized programs.

Interaction dynamics in developing and fostering program

School #6 Small school-staff of eight

Parent involvement-getting parents involved as well as helping parents understand benefits of individualized program.

Teacher attitude toward individualization-developing a common philosophy in breaking away from traditional format.

Lack of planning time during school day.

School #7 Open space multi-aged

Retraining staff due to staff turnover

Communication to parents-what's going on in the building.

focusing on common set of educational goals.

School #8 Open space I.G.E.

Record keeping-keeping accurate track of pupil progress by objective

Parent attitude toward new approach

Lack of planning time.

School #9 Differentiated staff

Fractionality of staff-isolation of teams, one team sees only their own needs.

Communicating to the parents-what it is this program is trying to do with children.

Lack of time to plan and pull everything together.

School #10 Open and conventional space; special desegregation programs.

Staff development-team member interaction

Parent understanding of program-communication and interaction

Lack of time for planning

School #11 I.G.E. and S.C.O.R.E. Programs

Teacher resistance-how to get some teachers involved more deeply in the philosophy of the program.

Parent resistance-the development of understanding and acceptance of non-graded format.

Multi-aged grouping-teachers had some difficulty in learning to work in this organizational structure and parents had problems understanding. Kids had little problem adjusting however.

School #12	Small school continuous progress format modified I.G.E.

Parent understanding of program.

Teacher attitude and development of common philosophy

Lack of planning time.

PRINCIPALS' PHILOSOPHIC OVERVIEW

Principals were asked to describe the optimal (not the ideal) profile for their school by circling the most appropriate point on thirteen continuums. Assigning a numerical value to each point on the continuums permitted a statistical analysis of the principal's philosophy from each school and a resultant score, with high values indicating higher degrees of freedom and responsibility for children and lower values indicating lesser pupil freedom and responsibility. Correlations of these scores with scores for relative degree of individualization will be found later in this report.

A positive correlation (.5578 s = .037) between Principal's optimal philosophy and degree of individualization was found. This confirms the literature which indicates that the principal provides the prime leadership in an elementary school. However the small sample size generates a relatively low level of significance.

Additionally, in contrasting the principal's philosophy of education to the Organizational Climate subtests it was found that only the factor of Principal Thrust had any significant correlation (.4507 s = .082).

In the examination of the principal's philosophy, the principal was asked in a structured interview to describe the optimal profile (not ideal) of their school by circling the most appropriate single point on each of thirteen continuums. The following composite provides us with a common profile of how principals in highly individualized elementary schools visualize the optimally organized school.

In the area of attendance almost all principals described a pattern where children were required at classes but had optional sub-groups. They indicated that materials for study and the method of studying materials should be individually prescribed, just as the pacing of that study and the activities selected need to be individually prescribed. The decision-making format should be a responsive student and teacher interaction.

There was strong agreement that the major teaching focus needed to be on the processes of learning rather than merely on the skill concepts alone. Principals also indicated that the role of teacher as a guide was their goal rather than teacher as presenter or director. They described the optimal teaching method as one of "guided discovery and problem solving" rather than "explanation and discussion" or "drill exercise repetition". These principals see the entire school as the proper learning environment rather than just their classroom. Indeed, several principals thought of the entire community as the proper learning environment.

The principals were more spread out in their view of the optimal time structure, ranging from those who saw a totally non-structured format to those who saw a fluid changing time structure to those who saw the necessity for a more structured format. In terms of the predominate evaluation mode there was agreement in the need for broad assessment as the best vehical rather than self-evaluation or simply measuring the quantity of work or the exam class ranking. Finally, the principals saw the purposes as a blend of adjustment and continuous development to maturity.

The common philosophy of these principals is reflected in the relatively small spread in descriptions along most of the continuums. This is rather predictable in that they come from schools with obviously similar philosophies.

COMPOSITE SCORES OF SELECTED HIGHLY INDIVIDUALIZED SCHOOLS
PRINCIPALS' PERCEPTION
OVERVIEW OF SCHOOL'S INDIVIDUALIZED PROGRAM

Describe the Optimal (not the ideal) Profile for this school by circling the most appropriate single point on each of the following continuums.

Attendance

(4.6)

9 8 7 6 5 4 3 2 1

Optional	Required at School but Optional for classes	Required at Class but Optional in Sub-Groups	Mandatory

Materials for Study

(6.5)

9 8 7 6 5 4 3 2 1

Individual Choice	Individually Prescribed	Sub-Group Prescribed or Discussed	Class/Grade Prescribed

Method of Studying Materials

(6.5)

9 8 7 6 5 4 3 2 1

Individual Choice	Individually Prescribed	Sub-Group Prescribed or Discussed	Class/Grade Prescribed

Pace of Study

(6.3)

9 8 7 6 5 4 3 2 1

Individual Choice	Individually Prescribed	Sub-Group Prescribed or Discussed	Class/Grade Prescribed

Activity

(6.5)

9 8 7 6 5 4 3 2 1

Individual Choice	Individually Prescribed	Sub-Group Prescribed of Discussed	Class/Grade Prescribed

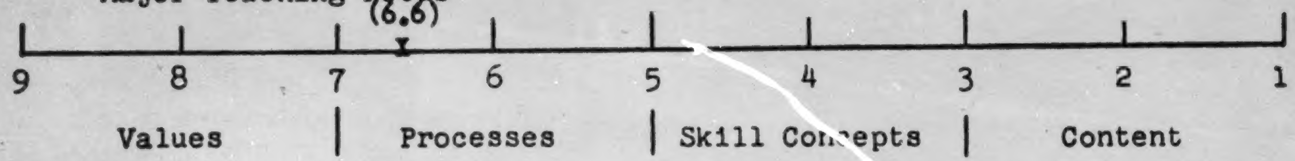
Decision-Making

(5.5)

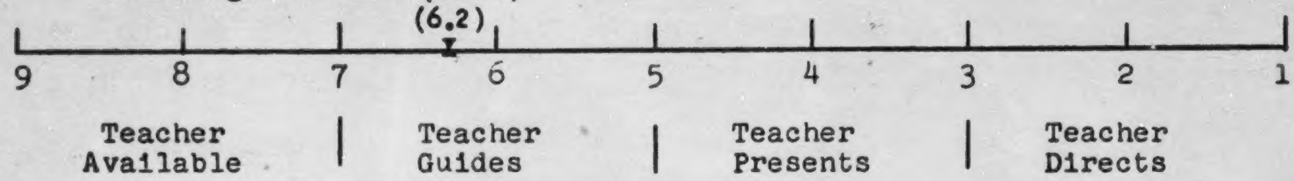
9 8 7 6 5 4 3 2 1

Student (Permissive)	Student and Teacher (Responsive)	Teacher (Active)	Administrative Authority

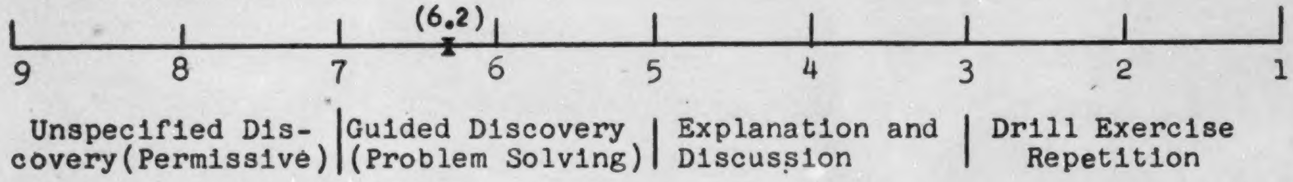
Major Teaching Focus



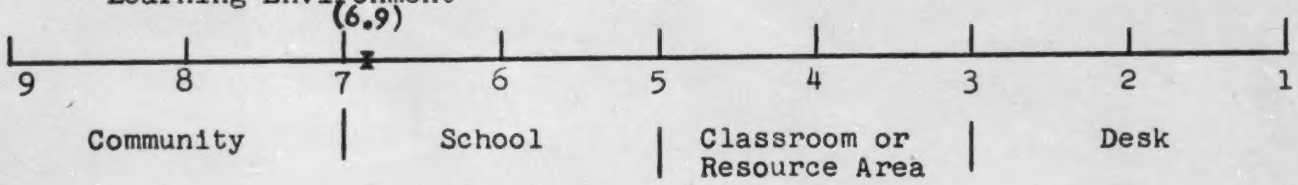
Teaching Function (Role)



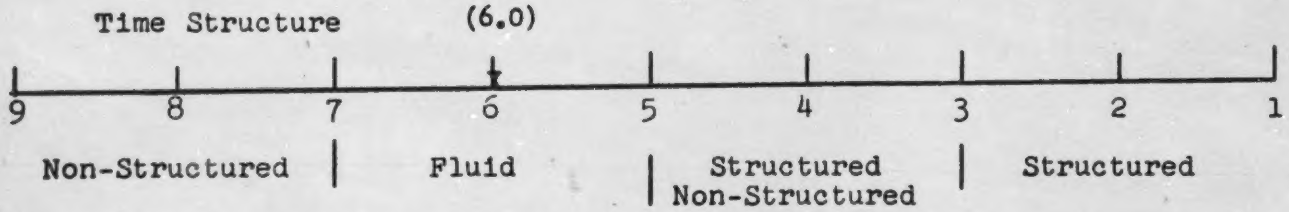
Teaching Method



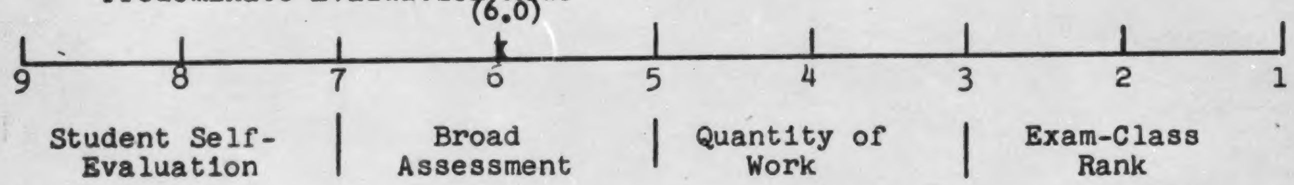
Learning Environment



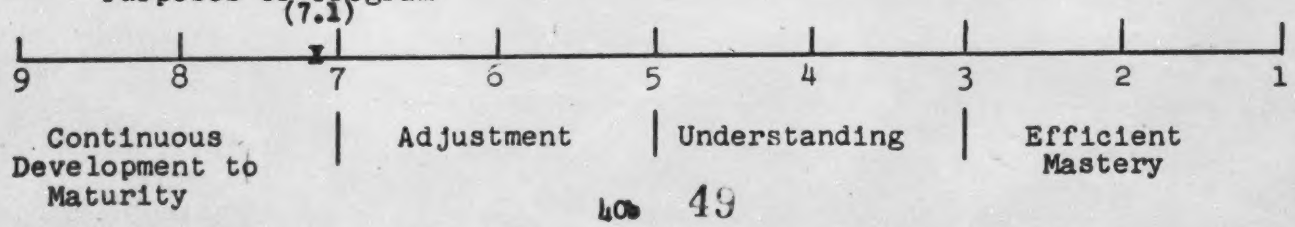
Time Structure



Predominate Evaluation Mode



Purposes of Program



CHAPTER IV

ORGANIZATIONAL CLIMATE

Sergiovani and Carver (1973) in an examination of research on school organization have concluded that school organizations are open (interacting) rather than closed systems. Halpin and Croft (1966) developed an instrument to measure the effects of the interacting nature of school organization. The Organizational Climate Description Questionnaire examines the school climate as perceived by the individuals comprising the school organization.

WHAT IS ORGANIZATIONAL CLIMATE?

Halpin and Croft view schools as being on a conceptual climate continuum that extends from open to closed. This organizational climate at a simple level refers to the feeling which exists in a given school and the variability in this feeling as one moves from school to school. Halpin has described this as the "personality" of the school.

The Organizational Climate Description Questionnaire (OCDQ) was developed by Halpin and Croft as a means to measure and chart the difference in "feel" which characterizes individual schools. The instrument examines eight dimensions of organizational climate, four which focus on teacher behavior, and four which focus on the behavior of the principal. These behaviors are:

Teachers' Behavior

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is going through the motions with respect to the task at hand.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands and other requirements construed as busy work; hindering rather than facilitating.

3. Esprit refers to morale. The teachers feel that their social needs are being satisfied and that they are at the same time enjoying a sense of accomplishment.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social needs satiffaction which is not necessarily associated with task-accomplishment.

Principals' Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He goes by the book and prefers to be guided by rules and policies rather than to deal on a face to face level. He is emotionally distant from staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive. His communications tend to go in only one direction and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort to "move the organization." Thrust behavior is marked not by close supervision but by the principal's attempts to motivate the teachers through the example he sets himself. His behavior although starkly task-oriented is none the less viewed favorably by staff.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat teachers "humanly", to try to do a little something extra for them in human terms.

Each of the eight dimensions of climate is represented in the instrument as a subtest. The resultant scores for each subtest can be shown to describe six distinct prototypes of organizational climate: Open, autonomous, controlled, familiar, paternal, and closed.

In the examination and analysis of the above listed profiles, Halpin and Croft have inferred three focal points that can be used to conceptualize the social interactions that take place within an organization.

1. Authenticity - The authenticity or openness of the leader's and the group members' behavior.
2. Satisfaction - The group member's attainment of conjoint satisfaction in respect to task accomplishment and social needs.
3. Leadership Initiation - The latitude within which the group members, as well as the leader can initiate leadership acts.

IDENTIFICATION OF HALPINS PROFILES OF SCHOOL CLIMATE

Subtests of OCDQ

CLIMATE	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Open	low	low	very high	mod	low	low	high	high
Autonomous	low	low	high	high	high	low	high/mod	mod
Controlled	very low	high	high/mod	low	mod/high	high	mod	low
Familiar	high	low	mod	high	low	very low	mod	high
Paternal	very high	low	low	low	very low	high	mod	high/mod
Closed	high	high to mod	very low	mod	mod/high	mod/high	low	low

ANALYSIS OF ORGANIZATIONAL CLIMATE DATA

Twelve of the highly individualized schools identified earlier were selected for a more thorough examination. The Organizational Climate Description Questionnaire (OCDQ) by Halpin was administered in the spring of 1974.

One hypothesis in the study of highly individualized schools might be that they would tend to be more open than closed in terms of climate. A surprising result of the study was the fact that give of the schools were perceived by the teachers as being familiar and vive schools were viewed as being open or autonomous. Halpin's continuum of school climate has six categories from open to closed. Closed, Paternal, Familiar, Controlled, Autonomous and Open.

One problem in attempting to pigeon hole schools into one of six categories is the fact there are often subgroups that view the school differently. Halpin's identification procedure examines each teacher's responses and attempts to find the category in which they best fit. Another method employed by Halpin to explore the open versus climate continuum was to develop an openness.

Halpin concludes that there are three major factors that can be identified in the OCDQ. These factors are:

I. Social Needs - a measurement of individual attitudes toward the organization.

II. Esprit - a measurement of group attitude.

III. Social Control - a measurement of leader behavior and attitudes.

The correlation of Halpin's subtests to these three factors can provide us with another method of viewing the school's climate.

RELATIONSHIP BETWEEN OCDQ SUBTESTS FACTORS

OCDQ Subtest	Social Needs I	Esprit II	Social Control III
1. Disengagement	.20	-.76	.20
2. Hindrance	-.04	-.64	.16
3. Esprit	.47	.70	.11
4. Intimacy	.71	-.06	-.17
5. Aloofness	-.31	-.09	.79
6. Production Emphasis	.35	-.15	.62
7. Thrust	.49	.62	.24
8. Consideration	.78	.17	.06

The second factor, Esprit, offers us a measurement of group attitudes. This measurement offers us an index of the teacher's perception of school morale. Those subtests with a high correlation to Esprit are: Disengagement, a tendency to be "not with it", lost; Esprit, teachers' morale; Thrust, principal behavior of teacher motivation and favorably viewed task-orientation.

An analysis of openness scores shows six schools with scores on the more open side and six schools on the more closed side. The list below is based on a normatively adjusted mean score of 50 with a standard deviation of 10.

	Openness Esprit	Social Control	Social Needs
School A	56	39	62
B	55	45	58
C	55	40	58
D	53	45	58
E	53	45	59
F	51	46	59
G	49	44	55
H	45	51	50
I	45	50	46
J	42	55	51
K	40	48	53
L	39	50	47

Only two of the schools (H and J) seem to indicate higher levels of social control by the principal. The teachers in ten of the twelve schools appear to have relatively positive attitudes toward the organization in terms of their own social needs being met. This contrasts with the fact that almost half of the twelve schools are perceived to have climates that are more closed than open.

The correlation of the three factors themselves is very high. A high openness scores in a given school usually correlates with a high social needs score and a low social control score.

In this study of twelve schools there is a strong positive correlation between openness and social needs (.8472 s= .001) and a strong negative correlation between openness and social control (-.8169 s= .001). There is also a strong negative correlation between social needs and social control (-.8447 s= .001).

An examination of those subtests that characterize the principal show that in only one case is a principal considered to be highly aloof or heavily emphasizing production. Four principals are perceived as having high thrust, four are perceived as having moderate thrust and four as having low thrust. While nine principals are perceived as being highly considerate.

In these twelve schools it was found that high levels of consideration was highly correlated to high levels of principal thrust (.8538 s= .001). There was also a strong correlation between aloofness and production emphasis (.7198 s= .004).

An examination of the subtests that characterize the teachers' perception suggests that two of the schools had an unusually high level of disengagement. Four schools had a high sense of disengagement, six others had a moderate sense of disengagement with only one school having a low sense of disengagement. One might surmise that teachers engaged in individualization have a great deal to think about and often have feelings of being lost in a sea of activity. It is interesting to note that there was not a strong correlation between this sense of disengagement and a feeling of being hindered by the administration. There was a strong negative correlation between Disengagement and Esprit (-.8861 s= .001) and a moderately strong negative correlation between Disengagement and Intimacy (-.7179 s= .004).

Strong negative correlations were found between Intimacy and Aloofness (-.8036 s= .001) and Intimacy and Production

Emphasis (-.7473 s= .003). Production Emphasis was also found to be correlated to Disengagement (.7791 s= .001) and to Hinderance (.7286 s= .004). Principal's thrust and consideration were found to correlate poorly with all four of the teacher characteristics.

5

ADDITIONAL RESEARCH ON ORGANIZATION CLIMATE AND ORGANIZATIONAL STRUCTURE

One must make the assumption that the three focal points described by Halpin to conceptualize climate: Authenticity, Group Satisfaction, and Leadership Initiation are all functions in some form or degree of the leadership process. While it may be argued that each of the climate profiles described by Halpin are in reality functions of a leader's personality and administrative style, there appears to be a body of research indicating that the "things leaders do" effect the groups perception of the leaders authenticity and the level of satisfaction felt by the group.

These "things leaders do", has been described by Hemphill (1966) as Initiating Structure-in-Interaction. This structure-in-interaction was one of the two major dimensions used in Halpins Leadership Behavior Description Questionnaire. The other dimension being Consideration. The LBDQ was devised to measure the behavior of leaders as perceived by members of their work groups and immediate supervisors. Both Hemphill and Halpin found that "effective" leaders scored highly in both dimensions of initiating structure-in-interaction and consideration. A high score only in the consideration dimension resulted in ineffective leadership characterized by warm leaders who oozed consideration but who couldn't get the job done. A high score only in structures-in-interaction also resulted in ineffective leaders who are cold and so highly intent on getting the job done they forget they are dealing with human beings, consequently the groups performance clogs the cold but efficient machinery.

Ralph Stogdill, (1974) in an exhaustive survey of the reaearch dealing with leadership concluded:

> "When teachers and principals are described high in consideration and structure, their pupils tend to make higher scores on tests of school achievement."

The conclusion being that there is a relationship between leadership behavior and school productivity. Stogdill continued:

> "Consideration and structure are positively related to various measures of group cohesiveness and harmony. Consideration is also related to low absenteeism, grievances, turnover and bureaucracy."

Keller (1963) related similar findings:

> "All of the statistics give strong support to the hypothesis that leader behavior of the principal, as perceived by his staff was significantly related to the productivity of the schools. The weight of evidence supported the hypothesis that the morale of the staff of a school was related to productivity."

Improving the skills of the principal and the organizational climate of the school does seem to be related to administrative behavior that is high in consideration and which allows staff participation and fosters staff leadership.

Wiggens (1972) in an examination of the organizational climate of 35 randomly selected urban schools in southern California concluded:

> "The presence of a compelling school climate stability has the effect of socializing the principal's behavior. Climates did not change when principals were replaced, however, the principals behavior became more significantly related to the organizational climate as the length of his incumbency increased."

A relevant factor is the acceptance of leadership as not just a personality or style variable. There are "structures" that can be implemented to create effective leadership.

A study by Kirkpatrick (1971), "The Leadership process involved in the implementation of organizational change", found six necessary initiating structures:

1. Leader input in initiating innovation
2. Leaders role in establishing organizational climate
3. The establishment of program objectives
4. Teacher inservice
5. Staff participation in Decision-making
6. The establishment of evaluation procedures

Fazzaros' (1971) "Study of the Relationships of Selected Organizational variables", shows a significant positive correlation between the degree of adoption of innovations of public high schools and eight organizational variables.

Most of these variables can be classified as structures-in-interaction:

1. Leadership process
2. Motivational process
3. Communication process
4. Interaction-influence process
5. Decision making process
6. Goal setting process
7. Supervisory process
8. Inservice and performance goals

Halpin has not placed a great deal of emphasis on external criteria of a school's effectiveness, "our reluctance to deal with the criterion issue right now has been reinforced by strong and increasing evidence that many of the measures which have been used in education as purported indexes of a school's effectiveness or an administrator's effectiveness, do not justify the blind conficence that many of us have placed in them. Further more, Halpin continues, "We can not rule out the possibility that the climate-profiles may actually constitute a better criterion of a school's effectiveness than many measures that already have entered the field of educational administration and now masquerade as criteria."

There have been a number of studies that seem to demonstrate that school climate can be changed over a relatively small period of time and that the variables are not solely dependent upon the administrative style or personality of the building principal.

A 1972 study of "The Efforts of Cooperative Staff Experiences Related to Changes in the Role Perceptions of Teachers and Organizational Climate of the School." (Bowman) Climate was significantly altered by a change in the teacher's role perception. This change was effected by teacher involvement and input in school wide goals and student objectives, open for forums and discussions of individual teacher philosophies and practices and inservice assistance in implementing changes in the teaching-learning process.

In a 1971 University of Nebraska study, "Organizational Climate of Elementary Schools and the Introduction and Utilization of Innovative Educational Practices", (Christing) it was found that in twenty-two selected elementary schools there was a significant positive relationship between the rate of introduction and utilization of innovative practices and two specific dimensions of Organizational Climate (as measured by Halpin's OCDQ). These dimensions were Esprit and Thrust.

A similar finding using different instrumentation was found by David Crandall in a 1970 study "The Relationship Between Innovativeness and Selected Elements of Group Structure." In this study Crandall describes not only the teacher preceptions that Halpin's OCDQ describes as Esprit but the change agent role of the principal that Halpin's OCDQ describes as Thrust.

CHAPTER IV FOOTNOTES

Bowman, Newell, "The Efforts of Cooperative Staff Experiences Related to Changes in the Role Perceptions of Teachers and the Organizational Climate of the School", Dissertation Abstracts, Vo. 33 Aug. 1972, P. 447A

Christing, J., "Organizational Climate of Elementary Schools and the Introduction and Utilization of Innovative Educational Practices", University of Nebraska, 1971.

Crandall, David, "The Relationship Between Innovativeness and Selected Elements of Group Structure", Unpublished dissertation, 1970.

Fazzaro, L.D., "A Study of the Relationships of Selected Organizational Variables", Unpublished disseration, W. Virginia University, 1971.

Halpin, Andrew, Theory and Research in Administration, New York, McMillan, 1966.

Hemphill, John, "A Proposed Theory of Leadership in Small Groups", Psychological Monographs, 1966.

Keeler, B.T. and J. H. Andrews, "The Leader Behavior of Principals, Staff Morale, and Productivity", Alberta Journal of Educational Research, September, 1963.

Kirkpatrick, Donald, "A Study of the Leadership Process involved in Organizational Change", Unpublished Dissertation, University of Michigan, 1971.

Sergionvanni, Thomas and Fred Carver. The New School Executive: A Theory of Administration New York: Dodd, Mead and Co. 1973

Stogdill, Ralph M., Handbook of Leadership, New York: The Free Press, A Division of McMillan Publishing Co., Inc. 1974

Wiggins, Thomas W., "A Comparative Investigation of Principal Behavior and School Climate", The Journal of Educational Research 66, Nov. 1972

CHAPTER V

CORRELATIONAL ANALYSIS OF DATA

RELATIONSHIP BETWEEN DEGREE OF INDIVIDUALIZATION AND ORGANIZATIONAL CLIMATE

Only two of Halpin's subtests from the OCDQ showed strong correlation with the individualization scores obtained in the survey instrument. The concept of principal thrust was positively correlated to the degree of individualization survey score (.6800 s = .007). Consideration was positively correlated to the individualization score (.6294 s= .014). Esprit did show some positive correlation to the individualization score, however, at a low level of significance (.4134 s= .091).

There also was some positive correlation between Halpin's factor of openness and the individualization score (.4988 s= .049) and a similar positive correlation between the factor of social needs and the individualization score (.5057 s= .047). Both correlations, however, are not supported by high levels of confidence.

One may surmise from this data that the leadership role of the principal has large effect on the level of individualization in those schools that have taken strides in this instructional area. The data also supports the observation that in these types of schools consideration shown by the principal seems to be a common factor.

RELATIONSHIP BETWEEN INDIVIDUALIZATION AND SELECTED ORGANIZATIONAL FACTORS

Each of the principals was interviewed using a structured instrument that provided data in four categories; Structures-in Interaction, Teacher Involvement and Inservice, Principal's Role and Principal's Philosophy. There appears to be little correlation between the first three factors and the individualization survey score. However, some moderate positive correlation was found between the Principal's Philosophy of Education and the individualization survey score (.5578 s= .037).

There appeared to be little correlation between the individualization score and school enrollment, number of teachers or total number of years a principal had been in administration. However, there was some moderate positive correlation between the individualization score and the number of years a principal had been chief administrator of this building (.4601 s= .077).

RELATIONSHIP BETWEEN SELECTED ORGANIZATION ELEMENTS AND BUILDING FACTORS

The principal's educational philosophy was found to be strongly correlated with the score obtained from the composite of the Structures-in-interection score, teacher involvement score and the principal's role score (.6840 s= .010). However, the level of significance is uncomfortably low. A strong positive correlation was found between the principal's philosophy and the degree of teacher involvement in decision-making and inservice (.7900 s= .002).

Additionally, the factor of Structures-in-interaction was highly correlated to building enrollment (.8149 s= .001) and size of the teaching staff (.8751 s= .001). The conclusion drawn here is that a large staff requires more structures to facilitate interaction. The correlation between structures-in-interaction and the principal's total number of years in administration was (.5215 s= .05).

CORRELATION BETWEEN SUBTESTS AND FACTORS OF HALPIN'S OCDQ AND OTHER ORGANIZATIONAL FACTORS

The OCDQ subtests and factors have almost no correlation to the Structure interview scores relating to Structures-in-interaction, teacher involvement, principal's role and principal's philosophy.

Some negative correlation was shown between Esprit and the size of the school enrollment (-.4762 s = .011) however at a low level of significance. There were a number of interesting correlations between the total number of years a principal had been an administrator and the subtests and factors, hindrance (.5547 s = .038), production emphasis (.6358 s = .018), consideration (-.5868 s = .029) and social control (.6497 s = .015).

Similar correlations were found between the number of years a principal had been chief administrator of this building and the above listed subtests and factors, except that the negative correlation between consideration and years as a principal at this building was not found.

RELATIONSHIP BETWEEN DEGREE OF INDIVIDUALIZATION SUBTESTS AND FACTORS OF HALPINS OCDQ

(Pearson Correlation Coefficients)

OCDQ Subtests	Degree of Individualization Survey Score	
Disengagement	-.1611	
Hindrance	.1345	
Espirit	.4134	s=.091
Intimacy	.3500	s=.135
Aloofness	.0479	
Production Emphasis	-.1060	
Thrust	.6800	s=.007
Consideration	.6294	s=.014
OCDQ Factors		
Openness	.4988	s=.049
Social Control	-.1253	
Social Needs	.5057	s=.047

RELATIONSHIP BETWEEN SUBTESTS AND FACTORS OF HALPINS OCDQ AND OTHER ORGANIZATIONAL FACTORS

(Pearsons Correlation Coefficient)

	FACTORS			
OCDQ Subtests	Principal Philosophy	Enrollment	Total Admin.	Years Admin. at Building
Disengagement	.0984	.3718 s=.130	.1808	.5072 s=.056
Hindrance	.2845	.2887	.5547 s=.038	.5490 s=.040
Espirit	-.0314	-.6762 s=.011	-.3033	-.2647
Intimacy	.1143	-.2946	-.3937	-.3645
Aloofness	.1475	.4245 s=.097	.4699 s=.072	.6419 s=.017
Production Emphasis	.1774	.2627	.6358 s=.018	.7089 s=.007
Thrust	.4507 s=.082	.0210	-.4422 s=.087	.0662
Consideration	.3683	-1094	-.5868 s=.029	-.0470
Openness	.1417	-.3924 s=.116	-.3740 s=.129	-.2609
Social Control	.2405	.4290 s=.094	.6497 s=.015	.6697 s=.012
Social Needs	.3146	-.2630	-.5262 s=.048	-.2099

RELATIONSHIP BETWEEN SELECTED ORGANIZATIONAL ELEMENTS AND OTHER FACTORS

(Pearson Correlation Coefficients)

Organizational Elements	Principals Philosophy	Enrollment	Number of Teachers	Total Number Years in Administrat.	Years Principal at This Building
Structures in Interaction	.5111 s=.054	.8149 s=.001	.8751 s=.001	.5215 s=.050	.2223
Teacher Involvement	.7900 s=.002	.05235 s=.049	.3278	.3061	.2086
Principals Role	.3946	.1724	-.1694	-.2130	-.2399
Composite of Above Elements	.6840 s=.010	.5457 s=.041	.2889	.1474	.0368

RELATIONSHIP BETWEEN DEGREE OF INDIVIDUALIZATION AND OTHER ORGANIZATIONAL FACTORS

(Pearson Correlation Coefficients)

Factor	Degree of Individualization Survey Score	
I. Structures in Interaction	-.1553	
II. Teacher Involvement Decision Making & Inservice	.1807	
III. Principals Role	.1097	
Composite of I, II, III	.0851	
Principals Philosophy of Education	.5578	s=.037
Enrollment	-.2056	
Number of Teachers	-.1670	
Total Number of Years Principal in Administration	-.0735	
Years Principal Chief Administrat. of this Building	.4601	s=.077

RELATIONSHIP BETWEEN SUBTESTS AND FACTORS OF HALPINS OCDQ AND OTHER ORGANIZATIONAL FACTORS

(Pearsons Correlation Coefficient)

OCDQ Subtests	I Structures In Interaction	II Teacher Involve	III Principal Role	Composite
Disengagement	.0623	.1242	-.0726	.0225
Hindrance	.0937	.1296	.0079	.0816
Espirit	-.3435	-.2659	.0209	-.1916
Intimacy	-.0574	-.1362	.1922	.0451
Aloofness	.1560	.1213	-.2058	-.0286
Production Emphasis	.1787	.1463	-.3327	-.0874
Thrust	.1372	.2402	.2975	.3073
Consideration	-.1309	.1634	.3076	.2030
Openness	-.0920	-.0674	.1482	.0343
Social Control	.2793	.3410	-.1560	.1203
Social Needs	-.0722	.0566	.3100	.1823

CHAPTER VI SUMMARY AND IMPLICATIONS OF THE STUDY

One major conclusion that can be drawn from this study stems from the findings that highly individualized elementary schools are just as likely to have closed climate profiles as much as they are to have open climate profiles. The process of developing and maintaining an individualized program does place a great deal of stress on a staff, This stress can result in a closed climate with some mixes of principal and teachers, while some staffs will see stress as a rallying point that assists them in developing a common philosophy and an open climate.

The study did show that in several schools, subgroups tend to form with different perceptions of the school climate. Some of these schools with clearly differentiated subgroups had unusual communication and interstaff relation problems. The Halpin climate profiles are constructed in such a fashion that a subgroup clearly perceiving and describing a closed environment, for example, might make the "closed" climate the most likely category for the school even though the majority of the staff viewed it somewhat more open. The openness score, composed of the subtests dealing with esprit, disengagement and thrust provide us with a needed overall view of the school.

In viewing the openness score, it does seem to indicate that the more highly individualized a school is, the more likely that certain characteristics will be present. In a highly individualized school the staff tends to be in high spirits, has a sense of knowing where it is going and perceives its principal as having a high degree of thrust with the ability to motivate teachers. The converse, of course, is not necessarily true. A very open school in no way guarantees a high level of individualization. However, a principal who can motivate teachers, keep them in good spirits and give them a sense of direction has some of the initial ingredients to develop such a program.

The characteristic of principals thrust seems to be the single most important factor in the development of highly individualized schools. Halpin defines thrust as "the behavior by the principal which is characterized by his evident effort in trying to move the organization. Thrust behavior is marked not by close supervision, but by the principals attempt to motivate the teachers through the example which he personally sets. Although his behavior is task oriented it is viewed favorably by the teachers".

It would seem that the characteristic of leadership thrust has much in common with Hemphills all important ability of a leader to initiate structures-in-interaction. This study reinforces Hemphill's theories.

The characteristic of leadership consideration in balance with leadership thrust or structures-in-interaction also appears to be a necessary factor in the development of highly individualized elementary schools.

IMPLICATIONS OF THE STUDY

No attempt has been made in this study to define "the" model of Individualization. Instead, an attempt has been made at looking at the characteristics these programs have in common and those characteristics which tend to permit schools to reach their own defined goals in individualization. Indeed, the individual schools design is totally dependent on the defined goals of that school. The most important implication of this study is the recognition that Individualization is an evolving phenomenon. A school's program grows as the people within the program learn and grow. The keynote of success seems to lie in the institutions ability to provide not just an open environment but an environment that facilitates individual teacher growth.

In the examination of each of the schools that was well along the road toward Individualization there appeared a definite strategy of development and growth. One impression that was given at each of the schools studied was the indication that the characteristic of leadership that was most significant was the ability to stimulate leadership from within the staff. As one looks at the goals and objectives of these schools one wonders if the successful school experience from administrator to teacher to student is in reality offering each the opportunity to participate and direct their own development.

APPENDIX

METROPOLITAN CHICAGO AREA SURVEY OF ELEMENTARY SCHOOLS ATTEMPTING FORMAL PROGRAMS OF INDIVIDUALIZATION

Line
1. School Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
2. Address ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
3. City ☐☐☐☐☐☐☐☐☐☐ State ☐☐☐ Zip Code ☐☐☐☐☐
4. Phone ☐☐☐☐☐☐☐☐☐☐

Principal ☐☐☐☐☐☐☐☐☐☐☐☐ District No. Public Schools only ☐☐☐☐

THE FOLLOWING RESPONSES WILL BE TABULATED THROUGH DATA PROCESSING. PLEASE PLACE ONLY ONE LETTER RESPONSE IN THE APPROPRIATE LOCATION IN THE RIGHT HAND COLUMN.

5. Student Enrollment — 5( )
   - A. 0-199
   - B. 200-399
   - C. 400-599
   - D. 600-799
   - E. 800-999
   - F. 1,000 or over

6. School Location — 6( )
   - A. City of Chicago
   - B. City of over 75,000
   - C. Suburban
   - D. Rural

7. School Affiliation — 7( )
   - A. Public School
   - B. Catholic School
   - C. Other Parochial Schools
   - D. Independent

8. School Organization — 8( )
   - A. Primary only
   - B. Intermediate only
   - C. Jr. High only
   - D. Primary and Intermediate
   - E. Primary, Intermediate and Jr. High
   - F. Intermediate and Jr. High

9. School Facilities Design — 9( )
   - A. Traditional classroom design (eggcrate)
   - B. Eggcrate with some walls removed
   - C. Open space pods
   - D. Combination of A and C or B and C

10. Participation in Special Programs of Individualization — 10( )
   - A. Individually Guided Education (IGE)
   - B. Program for Learning in Accordance with Needs (PLAN)
   - C. Individually Prescribed Instruction (IPI)
   - D. "Open Classroom"
   - E. Local program of Individualization Title____________________
   - F. None

Return completed survey to:
Chicago Consortium of Colleges and Universities
25 East Jackson Boulevard, Chicago, Illinois 60604
Attention: David S. Robert
N.I.E. Grant #003-0098

67 80

Line Item	Primary	Inter-mediate	Jr.High
11-13 Student classroom placement may best be described at each of the following levels: Primary (11), Intermediate (12), and Jr. High (13) as..	11( )	12( )	13( )

A. Graded - traditional format
B. Graded - continuous progress format
C. Multi-aged (non-graded) in at least one subject area
D. Multi-aged (non-graded) for most subject areas
E. School does not have classes at this level

Line Item	Primary	Inter-mediate	Jr.High
14-16 Classroom organization may best be described at each of the following levels, Primary (14), Intermediate (15), Jr. High (16) as..	14( )	15( )	16( )

A. Self-contained classroom (most of the day)
B. Self-contained British Primary Interest Station format
C. Interdisciplinary Team (each teacher teaches several subjects but is responsible as a resource person for one area or activity but on a very flexible basis).
D. Departmentalized - Students go to at least two other academic subject area teachers (do not include special teachers.)
E. School does not have classes at this level.

THE EMPHASIS IN THE FOLLOWING QUESTIONS IS ON FORMAL PROGRAMS OF INDIVIDUALIZATION

No matter how skillful a single teacher may be, it is only when that skill is transformed into a transferable and replicable format that other teachers will share and extend such a program.

PLEASE USE THE FOLLOWING DEFINITION FOR ANSWERING QUESTIONS 17-31.

INDIVIDUALIZATION permits the child to begin at his own level of development, to proceed at his own optimal rate and to continue as far as he is able. Individualized programs recognize that different children have different learning styles. Individualization may take place as independent study, one to one, small group activities, autotutorial and often even in large groups of fifteen or more. Individualized programs rarely use the large group as the predominant mode.

17-31 We have an Individualized PROGRAM at the (Primary, Intermediate, Jr. High) levels in the following areas:

Responses
A. Very little or not at all
B. Beginning a planned program
C. Fairly well-developed program
D. Highly developed program
E. School does not have classes at this level

Areas	Primary	Inter-mediate	Jr.High
Math..................	17( )	18( )	19( )
Reading...............	20( )	21( )	22( )
Language Arts.........	23( )	24( )	25( )
Science...............	26( )	27( )	28( )
Social Studies........	29( )	30( )	31( )

32-73 In your MOST HIGHLY DEVELOPED PROGRAM of Individualization indicate the degree to which the following instructional elements actually are utilized at each level (Primary, Intermediate, Jr. High)

Responses

A. Not at all or infrequently
B. Sometimes
C. Most of the time
D. Always

		Primary	Intermediate	Jr.High
32-34	Stated Instructional Objectives - in written form that cover the entire span of the program.	32( )	33( )	34( )
35-37	Ongoing student assessment techniques - based on specific instructional objectives and used for grouping and regrouping	35( )	36( )	37( )
38-40	Provides alternative learning activities	38( )	39( )	40( )
41-43	Allows student to progress at his own rate	41( )	42( )	43( )
44-46	Assigning of objectives and grouping is done in terms of the students' needs and style of learning.	44( )	45( )	46( )
47-49	Program is constructed on a Mastery Learning format (success orientation with minimal or no failure - child continues on an objective until he reaches an acceptable level of mastery)	47( )	48( )	49( )
50-52	Utilizes alternative to letter grade system.	50( )	51( )	52( )
53-55	The student has some opportunity to make decisions as to selection of activity or objective.	53( )	54( )	55( )
56-58	Teachers role is generally that of a Facilitator	56( )	57( )	58( )
59-61	Different students spend different amounts of time in attaining the same objective	59( )	60( )	61( )
62-64	Students are flexibly grouped and regrouped using at various times such criteria as achievement, interests, diagnosed deficiencies and capacity for self-direction, depending upon the objectives being attained.	62( )	63( )	64( )
65-67	Allows student to self-evaluate his progress (self-correcting activities)	65( )	66( )	67( )
68-70	Utilizes Learning or Interest Stations	68( )	69( )	70( )
71-73	There are diverse instructional materials on different levels of sophistication so the teacher can adjust instruction to the range of abilities within the class environment.	71( )	72( )	73( )

one more page (over)

Line Item School Wide

74. Teacher Organization 74( )

A. Individually responsible for their own classes in the traditional manner.
B. Organized into Planning teams; but still responsible only for their own classes
C. Organized into Teaching teams; sharing responsibility for larger than classroom numbers of children

75. Teachers within a Unit meet regularly and formally for planning as a team. (Not for individual preparation) 75( )

A. Teachers do not meet on a regular basis for this type of planning
B. Formal team planning at least one hour per week
C. Formal team planning two to four hours per week
D. Formal team planning more than four hours per week

76. Staff organization (extent of differentiation of instructional staff). 76( )

A. Teachers
B. Teachers and volunteer aides (Regular scheduling of aides)
C. Teachers, Paid Paraprofessionals and volunteer aides.
D. Team Leaders, Teachers, Paid Paraprofessionals and/or volunteer aides

77. Teacher involvement in instructional Decision making. 77( )

A. Teachers implement and adapt previously adopted programs.
B. Teachers provide informal input in regard to instructional program development as well as "A".
C. Teachers are part of a formal group to discuss and adopt instructional programs as well as "A" and "B".

78. How many full day equivalents of in-service training relating to Individualization, available to an individual teacher, do you plan to have between July 1, 1973 and June 30, 1974? 78( )

A. Zero to two days
B. Two and one half to four days
C. Four and one half to six days
D. Six and one half to eight days
E. Eight and one half to ten days
F. More than ten days

79. Does your school have a current working set of Educational Goals? 79( )

A. No
B. Yes - but not reduced formally to writing
C. Yes - in written form

80. What type of Evaluation has been done in regard to your program of Individualization? 80( )

A. Informal feedback from administrators, teachers, parents.
B. Semi-formal evaluation initiated at the building level with written feedback.
C. Formal evaluation with outside evaluator -- formal instruments and data analysis

Have you responded to every question?
— Thank you —

(Please do not indicate your name.) SCHOOL ____________________

THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE, FORM IV

Directions: Circle the response in the right column that most nearly represents your perception.

A. Rarely occurs
B. Sometimes occurs
C. Often occurs
D. Very frequently occurs

	Circle Best Response
1. Teachers' closest friends are other faculty members at this school.	A B C D
2. The mannerisms of teachers at this school are annoying.	A B C D
3. Teachers spend time after school with students who have individual problems.	A B C D
4. Instructions for the operation of teaching aids are available	A B C D
5. Teachers invite other faculty members to visit them at home	A B C D
6. There is a minority group of teachers who always oppose the majority.	A B C D
7. Extra books are available for classroom use	A B C D
8. Sufficient time is given to prepare administrative reports.	A B C D
9. Teachers know the family background of other faculty members.	A B C D
10. Teachers exert group pressure on nonconforming faculty members.	A B C D
11. In faculty meetings, there is the feeling of "let's get things done."	A B C D
12. Administrative paper work is burdensome at this school.	A B C D
13. Teachers talk about their personal life to other faculty members.	A B C D
14. Teachers seek special favors from the principal	A B C D
15. School supplies are readily available for use in classwork.	A B C D
16. Student progress reports require too much work.	A B C D
17. Teachers have fun socializing together during school time.	A B C D
18. Teachers interrupt other faculty members who are talking in staff meetings.	A B C D
19. Most of the teachers here accept the faults of their colleagues	A B C D
20. Teachers have too many committee requirements	A B C D
21. There is considerable laughter when teachers gather informally.	A B C D
22. Teachers ask nonsensical questions in faculty meetings.	A B C D
23. Custodial service is available when needed.	A B C D
24. Routine duties interfere with the job of teaching	A B C D
25. Teachers prepare administrative reports by themselves	A B C D

(please turn over)

7/87

A. Rarely occurs; B. Sometimes occurs; C. Often occurs; D. Very frequently occurs

26. Teachers ramble when they talk in faculty meetings.	A	B	C	D
27. Teachers at this school show much school spirit	A	B	C	D
28. The principal goes out of his way to help teachers.	A	B	C	D
29. The principal helps teachers solve personal problems.	A	B	C	D
30. Teachers accomplish their work with great vim, vigor, and pleasure.	A	B	C	D
31. The teachers at this school stay by themselves.	A	B	C	D
32. The principal sets an example by working hard himself	A	B	C	D
33. The principal does personal favors for teachers	A	B	C	D
34. Teachers eat lunch by themselves in their own classrooms.	A	B	C	D
35. The morale of teachers is high.	A	B	C	D
36. The principal uses constructive criticism	A	B	C	D
37. The principal stays after school to help teachers finish their work	A	B	C	D
38. Teachers socialize together in small select groups.	A	B	C	D
39. The principal makes all class-scheduling decisions.	A	B	C	D
40. Teachers are contacted by the principal each day.	A	B	C	D
41. The principal is well prepared when he speaks at school functions	A	B	C	D
42. The principal helps staff members settle minor differences.	A	B	C	D
43. The principal schedules work for the teachers	A	B	C	D
44. Teachers leave the grounds during the school day.	A	B	C	D
45. The principal insures that teachers work to their full capacity	A	B	C	D
46. Teachers help select which courses will be taught	A	B	C	D
47. The principal corrects teachers' mistakes	A	B	C	D
48. The principal talks a great deal.	A	B	C	D
49. The principal explains his reasons for criticism to teachers.	A	B	C	D
50. The principal tries to get better working conditions for teachers	A	B	C	D
51. Extra duty for teachers is posted conspicuously	A	B	C	D
52. The rules set by the principal are never questioned	A	B	C	D
53. The principal looks out for the personal welfare of teachers.	A	B	C	D
54. School secretarial service is available for teachers' use	A	B	C	D
55. The principal runs the faculty meeting like a business conference	A	B	C	D
56. The principal is in the building before teachers arrive	A	B	C	D
57. Teachers work together preparing administrative reports	A	B	C	D
58. Faculty meetings are organized according to a tight agenda.	A	B	C	D
59. Faculty meetings are mainly principal-report meetings	A	B	C	D
60. The principal tells teachers of new ideas he has run across	A	B	C	D
61. Teachers talk about leaving the school system	A	B	C	D
62. The principal checks the subject-matter ability of teachers	A	B	C	D
63. The principal is easy to understand	A	B	C	D
64. Teachers are informed of the results of a supervisor's visit.	A	B	C	D

SUBTEST QUESTIONS OF HALPINS OCDQ

OCDQ, Form IV-Items that Compose Four Subtests: Teachers' Behavior

I. DISENGAGEMENT

2. The mannerisms of teachers at this school are annoying.
6. There is a minority group of teachers who always oppose the majority.
10. Teachers exert group pressure on nonconforming faculty members.
14. Teachers seek special favors from the principal.
18. Teachers interrupt other faculty members who are talking in staff meetings.
22. Teachers ask nonsensical questions in faculty meetings.
26. Teachers ramble when they talk in faculty meetings.
31. Teachers at this school stay by themselves.
61. Teachers talk about leaving the school system.
38. Teachers socialize together in small select groups.

II. HINDRANCE

24. Routine duties interfere with the job of teaching.
20. Teachers have too many committee requirements.
16. Student progress reports require too much work.
12. Administrative paper work is burdensome at this school.
8. Sufficient time is given to prepare administrative reports.**
4. Instructions for the operation of teaching aids are available.**

III. ESPRIT

35. The morale of the teachers is high.
30. The teachers accomplish their work with great vim, vigor, and pleasure.
27. Teachers at this school show much school spirit.
19. Most of the teachers here accept the faults of their colleagues.
23. Custodial service is available when needed.
15. School supplies are readily available for use in classwork.
21. There is considerable laughter when teachers gather informally.
11. In faculty meetings, there is the feeling of "let's get things done."
7. Extra books are available for classroom use.
3. Teachers spend time after school with students who have individual problems.

IV. INTIMACY

1. Teachers' closest friends are other faculty members at this schools.
5. Teachers invite other faculty members to visit them at home.
9. Teachers know the family background of other faculty members.
13. Teachers talk about their personal life to other faculty members.
17. Teachers have fun socializing together during school time.
57. Teachers work together preparing administrative reports.
25. Teachers prepare administrative reports by themselves.**

**SCORED NEGATIVELY

OCDQ, Form IV-Items That Compose Four Subtests: Principal's Behavior

V. ALOOFNESS

58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.
55. The principal runs the faculty meeting like a business conference.
44. Teachers leave the grounds during the school day.
34. Teachers eat lunch by themselves in their own classrooms.
52. The rules set by the principal are never questioned.
40. Teachers are contacted by the principal each day.
54. School secretarial service is available for teachers' use.**
64. Teachers are informed of the results of a supervisor's visit.**

VI. PRODUCTION EMPHASIS

39. The principal makes all class scheduling decisions.
43. The principal schedules the work for the teachers.
62. The principal checks the subject-matter ability of the teachers.
47. The principal corrects teachers' mistakes.
45. The principal insures that teachers work to their full capacity.
51. Extra duty for teachers is posted conspicuously.
48. The principal talks a great deal.

VII. THRUST

28. The principal goes out of his way to help teachers.
32. The principal sets an example by working hard himself.
36. The principal uses constructive criticism.
41. The principal is well prepared when he speaks at school functions.
49. The principal explains his reasons for criticism to teachers.
53. The principal looks out for the personal welfare of teachers.
56. The principal is in the building before teachers arrive.
60. The principal tells teachers of new ideas he has run across.
63. The principal is easy to understand.

VIII. CONSIDERATION

29. The principal helps teachers solve personal problems.
33. The principal does personal favors for teachers.
37. The principal stays after school to help teachers finish their work.
42. The principal helps staff members settle minor differences.
46. Teachers help select which courses will be taught.
50. The principal tries to get better salaries for teachers.

**SCORED NEGATIVELY

POSITIVE SCORING: A-1, B-2, C-3, D-4

TABLE OF RAW SCORES

School	I Structures in Interaction	II Teacher Involvement	III Principals role	Total Composite	Survey Score	Principal's Phil Philosophy	School Enrollment	FTE Teachers	#Yrs.Principal in Administ.	#Yrs.Principal this Building
A	34	24	41	99	86	75	165	7.5	1	1
B	49	48	58	155	82	88	390	17	13	5
C	-	-	-	-	-	-	-	-	-	-
D	45	51	74	170	82	87	520	22.5	8	3
E	45	50	61	156	87	84	675	29	4	1
F	44	55	67	166	85	87	400	24	4	4
G	44	36	34	114	72	77	292	15	5	2
H	61	46	36	143	77	84	1800	94	15	5
I	37	36	48	121	74	71	360	13	6	2
J	42	45	41	128	90	89	450	21	12	12
K	48	47	68	163	72	81	847	37	4	1.5
L	39	42	53	134	74	79	428	19	13	2

TABLE OF RAW SCORE DATA
ORGANIZATIONAL CLIMATE

	Subtests								OCDQ Factors		
School	Dis*	Hin	Esp*	Int	Alo	Prd	Thr*	Con	Open	Social Control	Social Needs
A	48	51	58	66	45	42	53	59	56	39	62
B	46	47	56	58	46	44	51	56	55	45	58
C	48	45	56	66	37	43	54	59	55	40	67
D	49	58	54	61	46	44	52	54	53	45	58
E	49	45	51	55	48	42	55	63	53	45	59
F	52	49	52	59	45	47	53	59	51	46	59
G	51	41	52	55	43	45	46	55	49	44	55
H	54	58	45	54	51	51	47	46	45	51	50
I	53	51	49	47	51	48	43	45	45	50	46
J	65	62	45	47	55	55	49	55	42	55	51
K	64	52	40	51	49	47	48	55	40	48	53
L	56	58	46	50	48	51	35	45	39	50	47

```
SCHOOL A
INDIVIDUAL SCORES                                          INDIVIDUAL SCORES                               INDIVIDUAL SCORES
         NORMATIVELY STANDARDIZED                                DOUBLE STANDARDIZED                       CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS                   DIS HIN ESP INT ALO PRD THR CON                 OPN AUT CNT FAM PAT CLS
 50  50  54  70  46  43  49  57    51                       47  47  52  71  42  39  46  56                  61  57 105 *46  78  96
 39  44  60  78  35  49  60  74    63                       40  43  53  65  38  46  53  62                  50 *49  94  51  73 113
 55  64  56  51  52  43  47  63    50                       51  64  53  45  47  35  41  62                  84  95  90 *67  88  91
 48  59  66  59  43  32  63  52    64                       46  55  62  55  42  32  59  49                 *40  67  89  67  96 103
 46  42  56  62  49  46  43  49    51                       45  39  61  69  50  45  42  50                  61 *48  98  73 101  89
 48  44  56  76  43  40  54  57    56                       46  43  53  70  42  39  52  54                  47  43 100 *40  76 107

                                                                                                      FREQUENCY DISTRIBUTION OF CL
                                                                                                           OPN AUT CNT FAM PAT CLS
                                                                                                             1   2   0   3   0   0

SCHOOL SCORES                                              SCHOOL SCORES                                   SCHOOL SCORES
         NORMATIVELY STANDARDIZED                                   CLIMATE PROFILE                       CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS                   DIS HIN ESP INT ALO PRD THR CON                 OPN AUT CNT FAM PAT CLS
 48  51  58  66  45  42  53  59    56                       44  48  57  67  40  37  50  58                  49  50  99 *45  79 110


SCHOOL B
INDIVIDUAL SCORES                                          INDIVIDUAL SCORES                               INDIVIDUAL SCORES
         NORMATIVELY STANDARDIZED                                DOUBLE STANDARDIZED                       CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS                   DIS HIN ESP INT ALO PRD THR CON                 OPN AUT CNT FAM PAT CLS
 64  59  56  64  57  59  54  63    50                       62  47  41  63  44  49  36  59                  95  96 123 *50  56  54
 43  47  62  67  32  35  54  63    60                       45  48  59  63  36  38  53  59                  46  51 103 *45  77 114
 43  42  56  59  43  73  56  66    58                       40  38  51  54  40  66  51  60                 *62  74  69  64  64 103
 43  54  58  59  42  34  56  60    59                       42  53  58  58  41  33  55  60                 *46  59  94  48  89 110
 41  42  58  51  39  42  45  53    54                       42  43  68  56  39  44  48  60                 *32  63 100  54  78 110
 43  42  47  56  41  38  36  44    44                       50  47  56  71  46  41  39  51                  72 *58 103  61  90  83
 59  62  47  51  46  43  52  52    47                       62  66  43  48  42  37  52  51                  84  96  98 *54  54  71
 39  39  56  53  60  32  51  57    57                       41  41  58  55  61  34  52  59                  55 *26  87  52  99 105
 43  42  53  62  41  51  51  57    54                       41  39  53  66  38  52  51  60                  59  56  91 *55  67 107
 41  44  58  64  49  49  51  60    57                       36  40  58  65  46  46  48  60                  55 *47  91  56  91 109
 47  50  68  53  55  32  52  43    60                       47  50  68  53  54  33  52  43                  62 *58  76  75 104  83

                                                                                                      FREQUENCY DISTRIBUTION OF CL
                                                                                                           OPN AUT CNT FAM PAT CLS
                                                                                                             3   4   0   4   0   0

SCHOOL SCORES                                              SCHOOL SCORES                                   SCHOOL SCORES
         NORMATIVELY STANDARDIZED                                   CLIMATE PROFILE                       CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS                   DIS HIN ESP INT ALO PRD THR CON                 OPN AUT CNT FAM PAT CLS
 46  47  56  58  46  44  51  56    55                       42  44  60  64  41  39  50  60                 *39  44 100  43  84 116
```

```
SCHOOL  C
INDIVIDUAL SCORES                                                INDIVIDUAL SCORES                                       INDIVIDUAL SCORES
         NORMATIVELY STANDARDIZED                                         DOUBLE STANDARDIZED                            CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS                         DIS HIN ESP INT ALO PRD THR CON                         OPN AUT CNT FAM PAT CLS
 55  47  56  64  27  43  45  46    49                             56  49  57  65  31  46  48  48                          73  73 102 *62  70  83
 46  53  45  67  35  35  43  55    46                             48  55  48  68  39  38  46  57                          76  73 104 *53  74  90
 46  39  56  81  35  36  54  52    57                             47  43  54  71  40  41  53  51                          50 *42 100  47  77 105
 57  53  54  78  49  49  49  68    49                             50  46  47  70  42  42  42  60                          71  73 117 *46  73  86
 46  36  58  67  43  49  54  55    57                             44  34  58  67  42  47  53  54                         *46  50  99  58  81 110
 48  50  49  64  43  62  60  66    55                             42  44  42  61  36  58  55  62                          67  77  94  66 *58  95
 55  47  53  62  31  32  56  57    52                             55  48  53  61  34  36  56  57                          61  66 113 *35  66 101
 41  47  62  68  31  34  52  52    60                             44  49  61  65  36  39  53  53                         *44  49  99  58  80 110
 43  42  58  67  29  46  60  66    61                             44  43  55  62  34  46  56  61                         *43  54 103  51  75 115
 41  47  54  59  38  36  56  55    58                             42  49  57  62  38  37  59  57                         *39  50 100  51  82 116
 48  44  64  51  35  49  58  66    61                             46  43  62  49  34  47  56  63                         *31  80 100  64  67 118
 59  42  58  59  46  57  60  66    55                             55  32  53  54  38  51  55  62                          62  83 107 *50  56  96
 48  39  56  70  32  38  56  63    57                             48  41  55  65  36  41  54  60                          49  49 110 *38  74 114
 36  50  62  73  43  32  51  57    60                             39  50  59  66  45  36  50  55                          51 *44  88  53  90 107
 48  44  53  67  38  40  49  66    52                             47  44  52  65  38  41  48  64                          60  60 110 *42  72 106

                                                                                                                    FREQUENCY DISTRIBUTION OF CL
                                                                                                                         OPN AUT CNT FAM PAT CLS
                                                                                                                           5   2   0   7   1   0

SCHOOL SCORES
         NORMATIVELY STANDARDIZED                                 SCHOOL SCORES                                           SCHOOL SCORES
DIS HIN ESP INT ALO PRD THR CON OPENNESS                                   CLIMATE PROFILE                               CLIMATE SIMILARITY INDEX
 48  45  56  66  37  43  54  59    55                            DIS HIN ESP INT ALO PRD THR CON                         OPN AUT CNT FAM PAT CLS
                                                                  47  44  55  66  35  41  53  59                          49  51 105 *43  72 112
```

```
SCHOOL  D
INDIVIDUAL SCORES                                            INDIVIDUAL SCORES                                INDIVIDUAL SCORES
      NORMATIVELY STANDARDIZED                                     DOUBLE STANDARDIZED                       CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS    DIS HIN ESP INT ALO PRD THR CON          OPN AUT CNT FAM PAT CLS
 46  71  66  76  43  40  62  63       64     41  59  56  63  39  37  52  53           59 *49  82  59  88 109
 46  60  54  62  57  59  54  49       56     33  59  49  61  54  57  48  39          107  74 *50 103 101  70
 48  59  54  56  52  49  58  49       57     38  63  53  57  47  40  61  41           65 *63  70  80 112  98
 48  76  62  78  52  49  56  55       59     40  64  52  66  44  41  47  46           77 *59  75  74 103  92
 41  56  56  53  32  30  47  49       54     46  60  60  57  37  35  51  53          *54  68  90  59  84 106
 46  56  62  70  38  38  56  60       60     44  52  58  64  37  37  52  56          *50  53  95  52  81 108
 41  53  54  59  43  35  51  60       55     40  54  55  60  43  34  51  62           58  52  86 *47  91 107
 43  47  57  68  41  43  61  63       61     41  45  54  64  38  41  58  59          *40  46 100  48  79 118
 57  42  41  59  38  35  51  52       44     61  44  44  63  40  37  54  56           68  67 125 *25  48  81
 50  62  60  64  46  43  60  60       59     43  57  56  61  38  34  55  56          *52  57  88  56  84 110
 46  59  54  62  41  43  54  57       56     42  59  53  62  35  39  53  57           60 *55  86  56  83 109
 46  56  51  76  29  43  56  49       55     46  54  50  69  34  44  54  49           69 *66  91  66  79  92
 49  53  56  70  46  46  51  55       53     45  50  54  72  41  40  47  52           60 *54  94  60  84  95
 48  44  49  45  57  51  51  52       51     46  38  48  39  69  54  52  55           81 *68  70  86  71  93
 57  59  51  48  38  49  54  60       50     57  59  48  44  31  45  53  61           79 108  92  61 *51  93
 50  56  56  56  52  46  54  55       55     42  57  59  58  46  30  53  54          *54  54  80  58  97 104
 53  59  53  59  49  46  54  57       52     48  61  48  61  40  33  51  58           73  72  99 *46  77  99
 46  56  54  56  52  46  47  52       52     38  61  58  61  52  38  41  52           78 *50  75  80 115  87
 66  64  39  59  55  49  42  57       35     62  61  35  55  51  45  38  54          105 103 106  73  74 *38
 53  70  45  42  49  38  34  44       39     55  71  48  46  52  42  39  47          101  97  82  86  86 *64
 41  62  58  56  49  38  45  46       54     40  64  60  58  50  36  45  46           73 *59  73  79 115  89

                                                                              FREQUENCY DISTRIBUTION OF CLI
                                                                                 OPN AUT CNT FAM PAT CLS
                                                                                   5   9   1   3   1   2

SCHOOL SCORES                                SCHOOL SCORES                                SCHOOL SCORES

      NORMATIVELY STANDARDIZED                        CLIMATE PROFILE                    CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS    DIS HIN ESP INT ALO PRD THR CON          OPN AUT CNT FAM PAT CLS
 49  58  54  61  46  44  52  54       53     44  60  53  64  39  35  50  54           64  59  87 *57  84 104
```

```
SCHOOL E
INDIVIDUAL SCORES                                  INDIVIDUAL SCORES                             INDIVIDUAL SCORES
          NORMATIVELY STANDARDIZED                          DOUBLE STANDARDIZED                CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNES    DIS HIN ESP INT ALO PRD THR CON               OPN AUT CNT FAM PAT CLS
 43  36  54  56  49  35  49  57     54      45  37  58  60  52  35  52  61                56 *40  99  42  96 109
 57  50  54  62  55  57  62  71     55      48  37  44  55  44  47  55  70                62  77 111 *50  69  94
 41  36  60  67  49  32  56  60     61      43  39  58  63  49  36  55  58                46 *34 100  44  96 114
 43  44  53  53  38  43  49  55     53      43  45  59  60  34  43  53  62               *40  57 102  51  75 115
 53  44  56  51  53  58  62  79     58      46  38  49  44  46  51  54  71               *63  83  86  64  65 106
 41  36  53  62  57  49  63  74     61      39  35  49  56  53  45  57  66                59 *54  92  60  91 102
 46  44  54  53  46  40  42  46     49      48  46  66  63  49  38  40  50                63 *51 103  64 100  87
 73  50  49  59  52  51  47  74     40      65  44  42  52  45  45  41  66                81 100 122 *48  49  59
 46  43  45  51  55  43  52  57     51      44  40  43  53  60  39  56  65                65 *46 102  59  90  94
 55  56  43  59  43  38  60  60     50      54  55  40  58  41  34  59  59                70  87 115 *43  73  84
 50  44  60  51  41  40  62  66     60      48  43  59  49  39  38  60  64               *29  71 108  50  72 121
 43  43  58  56  52  35  43  63     53      44  44  60  57  53  35  44  64                57 *52  99  53 101  97
 47  54  41  59  53  40  54  60     49      45  53  37  60  53  35  54  62                81  61  97 *58  95  77
 48  44  49  64  32  43  47  49     49      51  47  52  70  33  45  50  52                68  67 102 *55  63  94
 42  42  55  45  46  38  61  77     61      43  43  53  46  47  40  58  70               *39  64  89  57  79 118
 43  42  56  59  52  38  54  46     57      43  41  60  63  54  35  57  47                50 *27  87  63 110 101
 36  42  51  42  43  51  56  55     58      35  42  55  43  45  56  63  61               *47  79  67  78  72 116
 62  42  31  53  41  32  43  66     35      62  46  38  56  46  39  48  65                84  87 123 *35  56  61
 43  42  56  48  38  27  51  57     55      48  46  61  52  43  32  55  62               *37  69 105  46  79 112
 62  47  41  59  55  35  60  55     47      61  46  39  58  53  33  58  53                77  68 114 *41  69  63
 55  53  51  48  57  49  53  63     50      53  49  44  38  58  40  49  69                91  82  86 *69  74  85

 50  59  44  64  65  51  58  66     52      41  52  34  59  60  42  51  61                83 *54  89  70  94  74
 46  44  66  56  55  40  63  71     65      41  40  60  51  49  37  57  64               *35  51  94  54  94 118
 53  53  45  56  34  38  45  44     45      59  59  49  63  34  40  49  47                90  78  99 *52  69  76
 55  42  49  59  41  46  62  71     54      52  39  46  56  39  43  58  67                54  78 120 *43  62 101
 46  42  56  59  29  54  60  66     59      45  42  54  56  31  52  57  62               *49  71  97  57  66 106
 50  36  62  51  43  40  49  66     55      51  37  62  51  44  41  49  66               *42  72 108  48  78 109
 55  53  49  53  66  43  63  79     54      47  46  42  46  57  37  55  69                73  68  94 *63  75  91

                                                                                    FREQUENCY DISTRIBUTION OF CLI
                                                                                         OPN AUT CNT FAM PAT CLS
                                                                                           9   8   0  11   0   0

SCHOOL SCORES                              SCHOOL SCORES                                 SCHOOL SCORES
          NORMATIVELY STANDARDIZED                    CLIMATE PROFILE                   CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS   DIS HIN ESP INT ALO PRD THR CON               OPN AUT CNT FAM PAT CLS
 49  45  51  55  48  42  55  63     53      47  41  51  57  45  36  55  68                54  56 110 *30  82 108
```

SCHOOL F

INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
48	59	36	53	38	30	43	60	42
55	56	53	67	38	35	54	49	52
62	50	42	48	35	46	52	55	44
50	39	43	55	43	46	49	55	46
55	36	54	81	46	40	52	68	51
64	59	43	64	43	38	43	46	39
50	74	47	53	55	62	56	59	52
64	59	62	45	65	59	43	71	47
43	44	55	53	46	70	58	60	59
57	47	49	59	46	46	56	57	50
46	42	51	62	35	38	42	60	48
46	44	62	53	41	46	56	66	60
43	39	60	45	35	49	56	60	60
50	53	54	59	46	38	51	57	52
50	47	54	45	35	51	60	55	57
41	44	64	81	29	43	54	55	61
57	50	35	51	57	54	51	57	42
50	56	56	59	41	49	60	63	58
46	47	54	67	43	57	62	71	59
41	42	58	62	43	49	42	52	53
43	62	51	56	41	35	51	52	53
62	42	43	62	46	40	40	57	38
55	50	58	42	52	46	62	60	58
50	53	60	59	49	57	58	63	58
78	36	45	81	63	54	63	68	45
43	44	54	73	49	51	56	57	57
48	42	51	53	41	46	49	55	50

INDIVIDUAL SCORES
DOUBLE STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRD	THR	CON
52	62	41	57	43	35	48	63
54	55	52	66	37	35	53	48
66	52	42	49	33	46	55	57
55	35	42	63	43	47	53	63
50	38	50	68	45	41	49	60
63	58	43	64	44	38	44	46
42	70	38	45	47	56	49	52
56	50	54	36	57	51	34	63
39	40	51	49	42	68	54	57
59	41	44	62	40	39	57	59
49	45	54	65	38	41	45	64
43	42	62	52	38	43	55	65
45	40	62	46	36	50	58	62
49	53	55	62	43	30	49	59
51	47	56	44	30	52	63	57
43	46	58	69	36	45	52	52
58	48	28	49	58	53	49	58
45	52	53	56	31	42	58	62
40	42	49	61	38	51	56	65
41	41	62	66	44	50	41	54
44	65	52	59	41	34	52	54
63	42	44	63	47	41	41	59
52	46	58	34	48	39	62	60
38	44	59	56	36	51	54	64
61	34	40	63	51	45	52	55
39	40	51	71	45	47	53	54
50	37	55	61	36	46	52	63

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX

OPN	AUT	CNT	FAM	PAT	CLS
86	92	109	*49	79	80
77	65	98	*49	76	89
75	107	109	58	*32	71
75	74	121	*40	63	87
66	57	114	*32	78	101
101	85	106	54	72	*53
92	103	*62	104	71	72
100	100	77	86	80	*73
*54	76	63	72	65	108
63	65	128	*24	56	91
62	63	112	*46	74	101
*26	66	101	57	74	119
*32	82	95	71	65	120
65	61	98	*42	84	98
*49	97	88	77	53	108
*46	51	94	62	74	107
98	95	91	75	56	*50
*49	73	97	57	79	106
57	60	98	*54	67	107
*50	57	96	69	87	95
62	64	87	*54	86	104
85	74	127	*34	61	63
*50	80	92	61	79	115
*46	67	86	64	70	110
85	67	115	*45	62	64
56	*43	88	54	80	104
57	62	109	*44	69	109

FREQUENCY DISTRIBUTION OF CL!

OPN	AUT	CNT	FAM	PAT	CLS
9	1	1	12	1	3

SCHOOL SCORES
NORMATIVELY STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
52	49	52	59	45	47	53	59	51

SCHOOL SCORES
CLIMATE PROFILE

DIS	HIN	ESP	INT	ALO	PRD	THR	CON
50	44	50	64	36	41	52	64

SCHOOL SCORES
CLIMATE SIMILARITY INDEX

OPN	AUT	CNT	FAM	PAT	CLS
61	62	113	*35	65	105

```
SCHOOL  G
INDIVIDUAL SCORES                                 INDIVIDUAL SCORES                              INDIVIDUAL SCORES
          NORMATIVELY STANDARDIZED                     DOUBLE STANDARDIZED                     CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS   DIS HIN ESP INT ALO PRD THR CON              OPN AUT CNT FAM PAT CLS
 50  44  58  62  29  40  42  60    49       52  47  59  62  33  43  44  60               59  72 115 *52  72  97
 53  44  47  48  46  51  38  55    42       59  44  48  50  47  57  31  63               89 107 102  60 *54  65
 59  33  54  59  38  54  51  55    49       59  32  54  59  37  54  50  54               72  78 102 *45  45  82
 43  36  54  61  43  36  51  63    55       45  38  56  62  45  38  52  64               51  39 104 *36 [illegible] 114
 41  36  62  42  35  43  43  52    55       46  40  70  48  39  49  49  59              *39  80  94  65 [illegible] 110
 55  44  45  48  46  38  43  44    43       70  48  49  55  52  34  46  46               93  75  99 *49  68  55
 55  42  47  37  35  35  36  38    40       70  52  59  44  42  42  44  47               72  97  89  70 *59  70
 57  50  51  58  35  43  49  57    47       59  50  51  60  31  41  49  59               75  80 113 *33  57  84
 59  50  41  51  49  35  51  60    43       62  51  40  51  49  33  51  63               86  89 109 *41  60  63
 50  39  51  53  49  49  43  41    47       57  34  57  62  54  53  43  38               97  68  91  78  91 *61
 59  47  45  56  46  40  45  46    42       68  49  44  62  47  38  45  47               95  73 112 *46  62  57
 41  36  64  70  55  62  51  66    60       38  34  57  62  49  55  46  58               69 *54  80  71  87  96
 55  42  53  59  55  46  43  50    46       58  36  54  64  57  43  39  49               88 *48 104  61  94  68
 43  36  51  48  38  35  51  55    53       49  39  58  54  41  37  58  63              *37  62 112  41  82 115
 41  36  64  70  55  62  51  66   .60       38  34  57  62  49  55  46  58               69 *54  80  71  87  96
 53  47  51  67  38  43  54  71    52       50  45  48  63  37  41  51  66               64  66 114 *40  62 102

                                                                                FREQUENCY DISTRIBUTION OF CL
                                                                                        OPN AUT CNT FAM PAT CLS
                                                                                          2   3   0   8   2   1

SCHOOL SCORES                                   SCHOOL SCORES                                SCHOOL SCORES
          NORMATIVELY STANDARDIZED                     CLIMATE PROFILE                       CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS   DIS HIN ESP INT ALO PRD THR CON              OPN AUT CNT FAM PAT CLS
 51  41  52  55  43  45  46  55    49       54  37  57  63  40  42  46  61               60  64 119 *40  74 100

SCHOOL  H
INDIVIDUAL SCORES                                 INDIVIDUAL SCORES                              INDIVIDUAL SCORES
          NORMATIVELY STANDARDIZED                     DOUBLE STANDARDIZED                     CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS   DIS HIN ESP INT ALO PRD THR CON              OPN AUT CNT FAM PAT CLS
 48  59  54  51  66  73  40  38    48       45  54  51  47  60  66  39  37              110  92 *49 119  99  64
 59  70  43  42  69  49  40  38    38       56  65  44  43  63  48  41  40              122 103  77 108  89 *52

 55  73  35  62  69  61  34  33    34       51  62  39  55  60  55  39  38              126  99  81 111  97 *37
 64  59  47  76  60  40  42  33    39       58  54  46  66  55  42  42  36              111  77  96  75  94 *47
 46  59  35  45  55  49  42  41    41       49  66  35  48  61  53  44  43              117  98  73 117  92 *45
 59  67  49  51  46  59  52  41    47       57  67  45  47  42  57  49  36              105 124  75  92 *57  65
 55  56  62  73  43  49  60  60    58       47  49  55  68  35  40  53  53               55 *52 100  53  74 105
 55  64  39  53  49  51  40  41    38       57  67  39  55  50  52  40  41              120 114  90  96  85 *32
 57  64  41  62  41  57  40  57    38       55  62  39  59  39  54  38  55              102 113 104  79  60 *53
```

H

```
 57  62  47  56  43  59  52  63     47      53  60  38  52  33  56  46  61       96 122  94  81 *55  65
 64  64  51  48  63  49  29  35     35      60  61  50  48  60  49  34  39      116 100  80  95  88 *50
 39  53  43  67  46  51  40  38     46      41  56  46  70  49  54  43  41      103  81  71  99  93 *58
 48  62  45  45  60  38  51  44     49      49  65  45  45  64  36  52  44       99  72 *71  88  93  79
 53  76  51  59  39  38  63  46     56      50  68  48  55  38  38  58  45       72  84  91 *68  83  88
 48  64  51  56  41  46  51  49     51      46  69  50  58  36  43  50  48       75  79  85 *69  81  91
 55  33  42  38  43  55  51  41     48      62  35  47  42  48  63  57  45       92 103  69  78 *54  72
 57  56  51  59  55  46  49  52     47      59  57  45  63  54  34  41  48      110  74  97  61  88 *47
 41  76  39  59  55  68  42  30     44      44  66  42  55  52  60  44  37      112 101  62 113  98 *56
 55  50  56  56  43  51  62  49     57      54  45  56  56  33  47  66  43      *55  81 100  69  73  91
 69  59  49  45  63  76  63  79     50      55  47  38  35  50  61  50  64      100 113  74  81 *56  73
 55  70  35  51  63  51  42  49     38      53  66  35  49  60  49  41  47      115  98  83 107  91 *45
 41  44  47  51  41  40  52  46     53      41  48  53  61  40  39  66  52      *42  47  95  59  85 112
 59  44  35  48  63  49  43  46     37      62  45  35  49  66  50  44  48      106  87  97  84  64 *38
 41  47  53  56  57  65  52  44     56      36  44  51  55  57  67  51  39       90  62 *45  93  93  78
 39  36  54  48  71  54  49  41     55      41  38  55  49  70  54  50  43       78 *51  58  98  90  83
 39  44  53  51  49  54  58  63     59      33  41  52  49  47  54  59  65      *52  73  78  71  75 107
 46  50  26  38  46  40  43  35     38      57  62  31  47  57  49  53  43      110 100  75  97  79 *49
 62  76  39  48  55  40  49  49     41      58  70  39  46  52  40  47  47      103  97  86  80  77 *56
 53  64  33  45  55  59  49  44     41      52  65  33  45  54  59  49  43      119 113  56 113  80 *50
 71  73  41  53  57  62  25  44     26      61  62  42  50  53  55  33  44      120 118  79  98  71 *31
 53  44  45  51  38  38  52  44     48      62  48  49  58  37  37  62  47       67  77 113 *39  59  79
 59  67  47  67  43  57  51  44     46      55  63  42  63  39  52  46  39      110 105  96  85  71 *58
 46  47  64  51  38  40  62  46     63      46  48  66  51  38  41  63  47      *29  73  94  75  82 107
 69  56  62  76  52  49  56  68     52      58  45  51  66  40  37  45  58       71  68 121 *25  64  87
 55  47  39  53  46  46  51  38     44      63  51  37  60  49  48  56  36      101  91 104  71  72 *46
 59  47  37  51  46  43  45  57     39      65  49  35  53  47  43  46  62       87  99 118 *51  54  54
 41  44  31  51  32  40  43  46     42      50  55  35  64  37  49  53  58       82  88 105  66 *65  77
 50  59  45  67  57  54  52  55     49      43  56  35  69  54  49  46  50       97  69  79  93  97 *58
 53  47  56  59  55  74  54  49     54      46  40  51  54  48  72  48  42       84  79 *64  82  82  77
 39  76  49  53  55  51  47  46     52      38  72  47  51  52  49  45  45       94  84 *56 104  96  68
 46  59  45  59  43  38  40  52     44      48  64  46  64  45  38  40  55       85  76 104 *61  90  82
 82  64  31  51  46  38  38  38     24      70  59  40  51  49  44  44  44      103 106  93  79  69 *38
 66  76  39  53  46  51  31  35     30      61  67  43  52  48  51  38  41      115 118  93  89  75 *39

                                                                           FREQUENCY DISTRIBUTION OF CLI
                                                                             OPN AUT CNT FAM PAT CLS
                                                                               4   2   5   6   5  21

SCHOOL SCORES                                SCHOOL SCORES                          SCHOOL SCORES
      NORMATIVELY STANDARDIZED                     CLIMATE PROFILE                 CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS  DIS HIN ESP INT ALO PRD THR CON          OPN AUT CNT FAM PAT CLS
 54  58  45  54  51  51  47  46     45      56  67  37  57  51  51  42  40      120 107  93  92  90 *36
```

```
SCHOOL  I
INDIVIDUAL SCORES                                       INDIVIDUAL SCORES                                   INDIVIDUAL SCORES
           NORMATIVELY STANDARDIZED                            DOUBLE STANDARDIZED                          CLIMATE SIMILARITY INDEX
DIS  HIN  ESP  INT  ALO  PRD  THR  CON  OPENNESS        DIS HIN ESP INT ALO PRD THR CON                       OPN AUT CNT FAM PAT CLS
 41   36   53   58   55   49   51   55       55          38  32  54  61  57  49  52  57                        68 *34  76  66  93  99
 71   56   51   61   52   54   45   55       40          72  52  45  45  47  50  38  51                       100 111  93  78 *46  49
 50   53   37   39   43   35   31   33       35          62  66  46  49  54  44  38  41                       110 105  88  88  81 *44
 46   44   54   51   55   49   42   44       49          45  43  63  55  64  51  37  41                        75 *62  84  98 107  71
 57   50   41   45   43   46   45   52       41          68  55  38  45  42  47  46  58                        91 119 101  65 *42  57
 53   64   51   48   52   54   38   38       43          53  67  51  48  53  55  37  37                       114 112  69 107  88 *57
 53   53   54   39   55   51   51   41       51          55  56  58  33  58  53  52  35                       101  94 *53 106  89  75

                                                                                                          FREQUENCY DISTRIBUTION OF CL
                                                                                                              OPN AUT CNT FAM PAT CLS
                                                                                                                0   2   1   0   2   2

SCHOOL SCORES                                           SCHOOL SCORES                                       SCHOOL SCORES
           NORMATIVELY STANDARDIZED                              CLIMATE PROFILE                            CLIMATE SIMILARITY INDEX
DIS  HIN  ESP  INT  ALO  PRD  THR  CON  OPENNESS        DIS HIN ESP INT ALO PRD THR CON                       OPN AUT CNT FAM PAT CLS
 53   51   49   47   51   48   43   45       45          64  59  51  46  57  49  34  40                       116 105  75  96  77 *46

SCHOOL  J
INDIVIDUAL SCORES                                       INDIVIDUAL SCORES                                   INDIVIDUAL SCORES
           NORMATIVELY STANDARDIZED                            DOUBLE STANDARDIZED                          CLIMATE SIMILARITY INDEX
DIS  HIN  ESP  INT  ALO  PRD  THR  CON  OPENNESS        DIS HIN ESP INT ALO PRD THR CON                       OPN AUT CNT FAM PAT CLS
 48   36   60   67   55   49   60   79       60          43  34  53  58  48  44  52  67                        55  52  96 *47  88 107
 87   76   49   37   60   59   62   71       42          66  58  41  33  49  48  49  55                       100 116  82  77 *49  65
 39   53   66   48   55   51   63   68       68          33  48  61  42  49  46  58  63                       *45  75  71  82  88 118
 66   70   49   51   52   62   54   66       46          59  64  38  40  42  54  45  58                       103 132  86  80 *51  59
 75   79   27   42   43   57   42   44       27          64  65  37  45  46  53  45  46                       113 125  83  91  55 *40
 62   53   56   62   38   54   60   63       53          57  46  51  57  28  48  55  59                        66  94 110 *39  50  89
 55   53   60   48   55   59   54   63       55          48  44  59  33  47  57  47  65                       *70  97  72  83  72 103
 73   64   31   48   66   49   33   38       25          64  59  38  48  60  49  39  42                       122 105  86 100  75 *27
 55   53   37   37   57   62   42   38       39          57  55  40  39  60  64  44  41                       130 114  52 114  81 *45
 89   67   29   34   55   65   42   46       23          68  57  38  40  51  56  44  46                       121 123  66  99  56 *36
 71   79   33   39   71   49   36   35       28          60  64  40  43  60  48  42  41                       124 107  80 102  82 *40
 53   73   41   56   63   51   47   44       44          49  69  38  52  59  48  44  41                       112  92  81 107 101 *46
 66   62   37   37   43   59   38   44       33          65  61  41  40  46  59  42  46                       120 131  68  98  55 *44
 69   47   58   56   55   46   54   68       49          64  39  52  49  48  37  47  64                        71  77 112 *31  58  85

                                                                                                          FREQUENCY DISTRIBUTION OF CL
                                                                                                              OPN AUT CNT FAM PAT CLS
                                                                                                                2   0   0   3   2   7

SCHOOL SCORES                                           SCHOOL SCORES                                       SCHOOL SCORES
           NORMATIVELY STANDARDIZED                              CLIMATE PROFILE                            CLIMATE SIMILARITY INDEX
DIS  HIN  ESP  INT  ALO  PRD  THR  CON  OPENNESS        DIS HIN ESP INT ALO PRD THR CON                       OPN AUT CNT FAM PAT CLS
 65   62   45   47   55   55   49   55       42          66  61  37  40  51  51  43  51                       117 120  79  95  59 *42
```

SCHOOL K

INDIVIDUAL SCORES NORMATIVELY STANDARDIZED									INDIVIDUAL SCORES DOUBLE STANDARDIZED								INDIVIDUAL SCORES CLIMATE SIMILARITY INDEX					
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPN	AUT	CNT	FAM	PAT	CLS
59	53	49	73	21	51	52	57	47	55	51	48	64	29	49	50	54	81	83	103	57	*52	79
48	50	58	45	43	54	53	49	56	46	50	67	39	36	58	56	48	*56	98	60	101	68	104
80	53	33	37	35	54	22	33	18	70	55	44	46	46	56	38	44	111	123	80	89	47	*39
52	50	42	45	56	38	36	50	42	58	56	44	48	64	38	36	55	101	84	98	72	78	*60
73	59	37	42	55	54	38	44	30	69	57	39	44	54	53	40	45	123	118	71	101	61	*26
75	44	41	45	52	49	61	57	42	70	42	39	43	49	46	57	54	73	93	102	60	*45	71
64	56	35	48	52	46	38	49	33	67	58	36	49	54	47	39	51	109	106	93	87	66	*34
57	36	56	64	60	49	62	57	56	52	29	51	60	56	43	57	52	66	*45	99	53	89	90
73	56	35	53	52	49	51	63	36	67	52	33	49	48	45	47	58	89	106	107	61	*51	52
62	56	43	48	41	46	60	68	48	59	53	40	45	38	43	57	66	73	110	107	59	*48	80
57	47	39	51	60	43	60	63	48	55	44	35	48	59	39	58	62	74	73	109	*59	74	79
64	44	37	48	57	54	56	60	43	63	41	33	45	55	52	54	58	90	90	95	63	*49	58
73	64	29	48	49	40	49	57	32	66	60	34	47	48	42	48	54	92	105	98	68	*54	57
78	70	31	45	49	57	36	46	25	66	62	37	46	48	53	40	47	117	124	84	95	56	*33
75	53	43	53	53	51	45	57	35	72	49	39	49	49	47	41	54	92	105	107	70	49	*42
69	53	23	56	55	51	47	66	31	62	50	29	53	52	49	46	60	98	103	105	63	59	*42
73	44	29	45	46	43	43	60	30	69	47	36	48	49	46	46	59	89	105	109	59	*44	57
71	42	54	67	43	38	62	68	50	61	39	49	59	41	36	54	60	64	66	123	*12	56	91
59	47	43	45	57	62	43	46	40	61	46	40	43	59	65	41	45	120	105	67	98	62	*36
71	67	41	56	63	57	51	55	39	64	60	33	48	56	49	43	47	116	108	84	94	70	*31
69	53	41	56	57	54	42	52	35	68	50	36	54	55	51	37	49	113	99	97	84	64	*22
55	36	53	59	55	30	42	52	45	57	39	55	61	57	33	44	54	79	*43	106	43	88	79
57	44	41	56	32	46	43	55	40	62	47	43	61	33	49	46	59	88	95	121	46	*41	65
85	64	45	53	63	57	43	66	32	69	54	39	45	53	48	38	55	105	112	95	83	54	*40
50	33	43	53	41	46	47	52	45	57	31	46	62	43	50	52	59	76	76	115	*37	54	85
69	62	39	59	38	49	45	57	36	65	59	38	56	37	47	44	55	94	111	111	64	*46	49
53	40	51	61	53	33	59	71	54	50	39	48	57	51	34	56	65	66	57	111	*35	85	100
59	42	43	56	49	57	40	52	38	63	39	41	58	49	59	37	53	104	93	106	64	57	*46
57	60	35	48	55	38	45	46	39	60	64	35	50	57	39	47	48	107	87	91	76	83	*47
62	64	39	51	43	43	45	56	39	62	65	38	50	43	42	44	56	85	111	109	62	58	*56
75	56	31	39	52	35	54	41	35	69	55	38	44	53	41	54	45	99	95	80	77	64	*50
55	47	47	51	41	40	51	55	47	62	48	47	54	36	36	54	62	70	85	119	*28	46	82
50	50	33	45	43	43	42	49	39	60	60	30	51	48	48	45	58	98	113	101	68	65	*51
57	62	35	51	43	51	52	57	42	57	62	31	49	41	50	52	57	86	115	97	69	*52	68

```
                                                                           FREQUENCY DISTRIBUTION OF CLI
                                                                                OPN AUT CNT FAM PAT CLS
                                                                                  1   2   0   5  10  16

SCHOOL SCORES                                  SCHOOL SCORES                   SCHOOL SCORES
      NORMATIVELY STANDARDIZED                       CLIMATE PROFILE          CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS       DIS HIN ESP INT ALO PRD THR CON  OPN AUT CNT FAM PAT CLS
 64  52  40  51  49  47  48  55    40           69  51  35  51  47  45  45  56   88 104 110  62  51 *48


SCHOOL  L
INDIVIDUAL SCORES                              INDIVIDUAL SCORES               INDIVIDUAL SCORES
      NORMATIVELY STANDARDIZED                       DOUBLE STANDARDIZED      CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS       DIS HIN ESP INT ALO PRD THR CON  OPN AUT CNT FAM PAT CLS
 59  44  58  56  35  49  49  55    50           61  42  59  57  31  47  48  55   57  80 112 *44  51  94
 69  76  45  53  41  46  29  38    31           62  67  47  52  44  48  37  43  105 114  95  78  72 *47
 67  70  35  56  43  57  24  41    24           61  63  41  54  46  55  34  45  117 119  90  86  68 *32
 52  64  47  74  49  43  29  44    37           51  60  47  67  49  45  35  45  103  84  91  83  99 *63
 55  47  47  45  24  46  34  38    39           54  56  55  53  31  54  42  46   94 107  84  80  54 *49
 46  50  56  70  43  49  49  60    54           42  47  54  69  39  45  45  58  *57  60  96  59  77 101
 46  62  54  53  52  54  47  38    52           43  65  55  54  52  55  45  32   94  87 *59 109 103  69
 53  64  51  42  46  51  42  55    45           53  69  50  39  44  51  38  56   94 118  78  85 *71  81
 55  62  47  48  46  46  20  44    32           58  63  51  52  50  50  28  48  103 102  84  85  83 *55
 62  53  23  42  43  40  18  33    18           65  59  39  52  53  51  35  45  119 112  87  93  70 *25
 53  62  56  42  57  49  34  38    44           54  63  58  43  59  50  35  39  108  99 *67 114 102  68
 57  62  35  53  52  49  29  41    31           59  63  39  55  54  51  34  44  123 107  87  92  86 *27
 59  59  39  48  35  43  31  44    32           64  64  44  53  41  48  37  49  101 114 103  77  56 *50
 53  50  53  45  71  68  49  43    50           49  46  49  41  67  63  45  39  109  90 *52 110  84  74
 64  56  41  37  55  43  36  44    34           67  59  44  40  58  46  39  47  118 105  74  96  70 *46
 50  56  49  53  52  74  54  52    52           44  51  42  48  46  74  49  46   88  99 *54  98  68  69
 46  64  45  56  38  49  31  41    40           50  67  49  59  42  52  35  45  100 100  86  86  86 *64
 50  59  47  48  46  43  25  38    36           56  65  52  53  52  49  30  43  106  99  81  90  95 *53
 48  47  56  56  49  51  43  49    50           45  44  64  64  48  53  35  48  *66  66  91  84  94  81
 62  56  49  42  46  51  31  44    36           65  59  51  44  49  54  32  46  111 117  71  92  61 *49
 69  56  54  48  69  59  47  55    44           64  49  47  39  64  53  38  47  117  98  77  95  62 *47
 66  54  31  42  56  54  29  55    26           64  54  37  45  56  54  35  55  114 115  86  92  52 *31

                                                                           FREQUENCY DISTRIBUTION OF CL
                                                                                OPN AUT CNT FAM PAT CLS
                                                                                  2   0   4   1   1  14

SCHOOL SCORES                                  SCHOOL SCORES                   SCHOOL SCORES
      NORMATIVELY STANDARDIZED                       CLIMATE PROFILE          CLIMATE SIMILARITY INDEX
DIS HIN ESP INT ALO PRD THR CON OPENNESS       DIS HIN ESP INT ALO PRD THR CON  OPN AUT CNT FAM PAT CLS
 56  58  46  50  48  51  35  45    39           61  63  47  53  49  53  31  45  113 114  86  86  72 *39
```

THE CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES

METROPOLITAN CHICAGO AREA SURVEY OF ELEMENTARY SCHOOLS
ATTEMPTING FORMAL INDIVIDUALIZATION PROGRAMS
N.I.E. Grant #00-3-0098

BOARD OF GOVERNORS

President
WILLIAM KATZ
Governors State University

Vice President
VAN CLEVE MORRIS
University of Illinois Circle Campus

Secretary
RAY G. HARPER
Northeastern Illinois University

Treasurer
BARNEY BERLIN
Loyola University of Chicago

REV. WILLIAM CORTELYOU, C.M.
DePaul University

RUBY H. FRANKLIN
Roosevelt University

CARL L. WALDSCHMIDT
Concordia Teachers College

WILLIAM YOUNG
Chicago State University

Executive Director
JOHN M. BECK

April 11, 1974

This letter is a request for your individual participation on a metropolitan Chicago area panel of educators with field experience and knowledge of local efforts in individualization at the elementary level. This fifteen person panel will not meet as a group, but each member is requested to rate and rank ten elementary schools that they are familiar with, out of the attached list, and to return the instrument to the Consortium.

The Chicago Consortium of Colleges and Universities has received a National Institute of Education grant to identify and study highly individualized elementary schools within the Chicago metropolitan area. An initial survey has resulted in 815 responses. An analysis of these responses has indicated 75 schools that have highly developed programs of individualization on at least one level: primary, intermediate, or junior high. A sample of these schools will be examined in detail in a field study. Your responses on the attached rating and ranking instrument is one of several validation techniques that are being used.

There are two major steps in your response and this will take less than one half hour of your time. After reading the definition of individualization and the criteria employed in the initial survey, select the ten schools that you are most familiar with out of the attached list.

Using the indicated rating scale would you mark only the schools you are most familiar with. Mark a maximum of ten schools. In rating these schools, please emphasize development of FORMAL PROGRAMS of individualization rather than the skill of an individual teacher. After rating a maximum of ten schools, would you then rank them.

25 EAST JACKSON BLVD | CHICAGO, ILLINOIS 60604 | (312) 922-3944

Schools participating in this initial survey were asked to use the following definition of "individualization:"

> Individualization permits the child to begin at his own level of development, to proceed at his own optimal rate and to continue as far as he is able. Individualized programs recognize that different children have different learning styles. Individualization may take place as independent study, one to one, small group activities, auto-tutorial, and often even in large groups of fifteen or more. Individualized programs rarely use the large group as the predominant mode.

Responding schools had to indicate the areas of individualization and the degree to which the following elements were utilized: stated instructional objectives, on-going student assessment techniques, alternative learning activities, progression at the student's own rate, frequent grouping and regrouping in terms of the students' needs and style of learning, student decision making input, facilitative role of the teacher, diverse instructional materials, self-correcting nature of activities, alternatives to letter grading, student placement and organization and selected aspects of teacher and school organization.

Thank you for your time and responses. I will send you summaries of our findings.

Sincerely,
David S. Robert
David S. Robert
Project Director

DSR: pbr
Enc.

CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES
25 E. Jackson Blvd., Chicago 60604

NAME ____________________

Step #1: Please rate the schools listed below using a continuum of one to ten. Rate only the schools you are most familiar with.

A rating of "10" is the highest, indicating a highly individualized school with formal programs of individualization in most areas in all student age levels.

A rating of "5" indicates a school with a program of individualization in at least one area in at least one student age level. (Scores just below 5 may indicate individualization by isolated teachers but no formal programs of individualization.

A rating of "1" is the lowest, indicating a school without individualization of any kind--no programs and no teachers individualizing even in their isolated classrooms.)

HIGHLY INDIVIDUALIZED PROGRAMS 10 9 8 7 6 5 4 3 2 1 NO INDIVIDUALIZATION
(See definition in cover letter) IN ANY FORM

Since you are rating the schools rather than ranking them it is possible to have several schools with any rating number.

Step #2: Please rank the schools you have selected to rate in step one. Rank the most highly individualized as 1.

	RATING	RANKING	COMMENTS
	Step 1	Step 2	

THE CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES

"METROPOLITAN CHICAGO AREA SURVEY OF ELEMENTARY
SCHOOLS ATTEMPTING FORMAL INDIVIDUALIZATION PROGRAMS"
NIE Grant #00-3-0098

December 1, 1973

Dear Principal:

Where are the most highly individualized Elementary Schools in the Metropolitan Chicago Area? What areas are individualized and how are the schools organized? The Chicago Consortium of Colleges and Universities under a National Institute of Education grant is in the process of identifying and studying these schools. This survey is an initial step in that direction. There are over two thousand elementary schools in the Chicago Metropolitan Area. Each principal returning the survey form will receive an initial data breakdown in the form of a directory of the most "Highly Individualized Schools within the Chicago Metropolitan Area".

This survey will identify the program and practices that exist in our area. It is hoped that the directory, as a spin-off of the study, will provide you with a valuable resource and an added enticement to return the survey form. The emphasis in this study is on programmatic efforts toward individualization. The study is not an attempt to identify highly skilled individual teachers but rather programs that are transferable and replicable in other elementary schools and with other teachers.

If you are interested in further details of this study, please give me a call. Thank you for taking the time to fill out the enclosed questionnaire.

Sincerely,

David S Robert

David S. Robert
Project Director

25 EAST JACKSON BLVD. | CHICAGO, ILLINOIS 60604 | (312) 922-3944

THE CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES

April 25, 1974

BOARD OF GOVERNORS

President
WILLIAM KATZ
Governors State University

Vice President
VAN CLEVE MORRIS
University of Illinois Circle Campus

Secretary
WILLIAM YOUNG
Chicago State University

Treasurer
BARNEY BERLIN
Loyola University of Chicago

REV. WILLIAM CORTELYOU, C.M.
DePaul University

RUBY H. FRANKLIN
Roosevelt University

ELDRIDGE SCALES
Northeastern Illinois University

JOAN SWIFT
City Colleges of Chicago

CARL L. WALDSCHMIDT
Concordia Teachers College

Executive Director
JOHN M. BECK

The Chicago Consortium is currently studying elementary schools with highly developed programs of individualization under a National Institute of Education grant entitled "Instructional Organization and Implementation Strategies in Highly Individualized Elementary Schools within the Chicago Metropolitan Area." (N.E. 003-0098)

Eight hundred and fifty elementary schools responded to our initial screening questionnaire. After cross-validation, seventy-five schools were identified that have highly developed programs of individualization. A representative sample of twelve of these schools has been selected for a more detailed examination. We are requesting that your school participate as one of the twelve in the final study.

The final study consists of four components:

1. Observation and examination of at least two of your most highly developed programs of individualization by Dr. Penick or Dr. Monk. This will require one day of teacher observation and interviews.

2. Administration of Andrew Halpins "Organizational Climate Description Questionnaire" at a faculty meeting administered by Dr. Penick, Dr. Monk, or Mr. Robert. The questionnaire consists of 64 questions, requiring a total of twenty minutes to complete. This information will remain confidential and the analysis returned to the principal to use as he deems appropriate.

25 EAST JACKSON BLVD. | CHICAGO, ILLINOIS 60604 | (312) 922-3944

3. Structured interview with the principal to discuss organizational and implementation strategies employed in the school. Approximately one hour by Mr. Robert.

4. Interviews of team leaders and lead teachers.

All information gathered in this study will be shared with building principals. I will contact you this week to discuss participation in this study. Thank you.

Sincerely,
David S. Robert
David S. Robert
Project Director

DSR: pbr

OVERVIEW OF SCHOOL'S INDIVIDUALIZED PROGRAM

Describe the Optimal (not the ideal) Profile for this school by circling the most appropriate single point on each of the following continuums.

76. Attendance

9 8 7 6 5 4 3 2 1

Optional | Required at School but Optional for classes | Required at Class but Optional in Sub-Groups | Mandatory

77. Materials for Study

9 8 7 6 5 4 3 2 1

Individual Choice | Individually Prescribed | Sub-Group Prescribed or Discussed | Class/Grade Prescribed

78. Method of Studying Materials

9 8 7 6 5 4 3 2 1

Individual Choice | Individually Prescribed | Sub-Group Prescribed or Discussed | Class/Grade Prescribed

79. Pace of Study

9 8 7 6 5 4 3 2 1

Individual Choice | Individually Prescribed | Sub-Group Prescribed or Discussed | Class/Grade Prescribed

80. Activity

9 8 7 6 5 4 3 2 1

Individual Choice | Individually Prescribed | Sub-Group Prescribed of Discussed | Class/Grade Prescribed

81. Decision-Making

9 8 7 6 5 4 3 2 1

Student (Permissive) | Student and Teacher (Responsive) | Teacher (Active) | Administrative Authority

82. Major Teaching Focus

9 8 7 6 5 4 3 2 1

Values	Processes	Skill Concepts	Content

83. Teaching Function (Role)

9 8 7 6 5 4 3 2 1

Teacher Available	Teacher Guides	Teacher Presents	Teacher Directs

84. Teaching Method

9 8 7 6 5 4 3 2 1

Unspecified Discovery (Permissive)	Guided Discovery (Problem Solving)	Explanation and Discussion	Drill Exercise Repetition

85. Learning Environment

9 8 7 6 5 4 3 2 1

Community	School	Classroom or Resource Area	Desk

86. Time Structure

9 8 7 6 5 4 3 2 1

Non-Structured	Fluid	Structured Non-Structured	Structured

87. Predominate Evaluation Mode

9 8 7 6 5 4 3 2 1

Student Self-Evaluation	Broad Assessment	Quantity of Work	Exam-Class Rank

88. Purposes of Program

9 8 7 6 5 4 3 2 1

Continuous Development to Maturity	Adjustment	Understanding	Efficient Mastery

THE ORGANIZATION OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS

A DIRECTORY OF HIGHLY INDIVIDUALIZED
SCHOOLS WITHIN THE CHICAGO METROPOLITAN AREA

NATIONAL INSTITUTE OF EDUCATION AND THE
CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES
DAVID S. ROBERT, PROJECT DIRECTOR

95

THE ORGANIZATION OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS IN THE METROPOLITAN CHICAGO AREA

David S. Robert
Project Director
Chicago Consortium of
Colleges and Universities
25 E. Jackson Blvd.
Chicago, Illinois 60604

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education and Welfare, National Institute of Education under the sponsorship of the Chicago Consortium of Colleges and Universities and in cooperation with local public and private school systems. Funds for the publication of this booklet were provided under the terms of the aforementioned contract. A more detailed analysis and additional findings will be made avaliable in the Final Project Report. "An Analysis of Instructional Organization and Implementation Strategies in Highly Individualized Elementary Schools within the Metropolitan Chicago Area. Grant Number: NE-G-00-30098

1975

INTRODUCTION

This booklet contains a partial list of elementary schools in the Chicago Metropolitan Area which have made considerable progress toward a goal of individualization. The information was obtained during the spring of 1974 as a part of a larger National Institute of Education study, "Organization of Highly Individualized Elementary Schools Within the Metropolitan Chicago Area".

A prerequisite to the study was the identification of elementary schools that were highly individualized. The term individualization itself has been so widely used to describe educational techniques that a precise meaning is clouded. One way to clear this fog is to approach individualization as a growing concept.

THE EVOLVING CONCEPT OF INDIVIDUALIZED INSTRUCTION

In the first half of the twentieth century the idea of "meeting the child's needs" provided the setting for early attempts at individualization. The major techniques of individualization revolved around appropriate pacing of student learning. In some of the important mid-century breakthroughs, individualization was approached through changes in curriculum and classroom organization. The Winnetka and Dalton plans were examples of school adaptations through which each child might progress at his own rate towards goals common to all.

In the sixties and seventies the methodology of "how" to reach the evolving goal of individualization focused on motivation and student involvement, (personalized learning); accommodations to individual differences by recognizing individual learning styles, pupil interest and input and a more student centered instructional approach. It was hoped that greater emphasis on these affective considerations would enhance cognitive gains.

FOUR FACES AND PHASES OF INDIVIDUALIZATION

The most common approach in providing for individual differences has traditionally been the DIFFERENTIATION OF ASSIGNMENTS. This is the mainstay of a well-run graded classroom. This format under the title of enrichment and remediation has long been utilized by master teachers.

The research of Goodlad and Anderson in the early sixties placed heavy emphasis on allowing for different rates of learning. The non-graded school was designed to facilitate the continuous progress of each child learning at his own pace. DIFFERENTIATED PACING is probably the most widespread form of individualization.

A third procedure for providing individualized instruction is the method of matching methods and materials to an individual's learning style. Some children will learn better if they hear an idea on a cassette or work with some math manipulatives. DIFFERENTIATION OF MATERIALS AND MODES OF

LEARNING has in recent years become the focal point in the individualization of instruction. Graded and ungraded classes utilize the technique and the systematic programs of individualization, such as I.G.E. (individually guided instruction) and P.L.A.N. (programmed learning according to needs) rely on it.

A fourth approach suggests that there are too few variations in goals for children. DIFFERENTIATION OF OBJECTIVES is viewed by many as a necessity in reflecting individual differences. There are two components to this approach, the need for individually prescribed objectives (I.G.E. or P.L.A.N., etc.) and the need for children to have input in determining selected objectives. (The open classroom and British primary approaches.)

A WORKING DEFINITION OF INDIVIDUALIZATION

An examination of the literature, in the search for an adequate definition of individualuzation, leads one to conclude that the term is best used to describe a broad category of instructional methodology.

A child centered philosophy pervades the literature on individualization. McCleod (1968) concluded that it is "A philosophy of education that includes the notion of continuous progress, which promotes flexibility in grouping and a facilitative teaching role."

A working definition of individualization was abstracted for use in this study.

> "Individualization permits the learner to enter learning activities at his own level of development, continuing at his own optimal rate without undue regard for the progress of his peers. Individualized programs recognize that different children have different learning styles. It may take place as independent study, auto-tutorial, one-to-one, small group or large group instruction. Individualized programs rarely use the large group as the predominant mode."

In general the fulfillment of the goals of individualization assumes several things:

1. Some means of ASSESSING THE level of a child's development.

2. It implies that a RANGE OF LEARNING ACTIVITIES be available to the learner and that they be available when the learner requires them.

3. A range of learning activities implies that a SET OF LEARNING OBJECTIVES exists. It does not necessarily imply that there exists a prescribed sequence to these objectives nor that all objectives be fulfilled by all learners.

4. The continuous progress of the learner at his own optimal rate implies that efforts will be made to provide for the learner's INDIVIDUAL LEARNING STYLE.

5. The degree of pupil input in DECISION MAKING is not in itself a function of individualization. However, it is the goal of learning and does appear to be associated with higher motivation for learning. Therefore, it is often associated with individualized learning.

PROCEDURES FOR IDENTIFICATION

There are approximately 1900 public and private elementary schools within the Metropolitan Chicago Area. This Area includes the counties of Cook, Lake, Will, DeKalb, McHenry, DuPage, Kendall and Kane. Each of these schools received a survey questionnaire; seven hundred ninety eight (798) schools responded. Seventy six (76) of those schools responding were identified as having well-developed programs of individualization.

A representative sample of these 76 highly individualized schools was selected for a more detailed examination. Most, but not all of 76 schools were either visited by a member of the project team, identified through the literature or other special projects or highly rated by a panel of local educators. In some cases, observation indicated that survey responses were misunderstood or in error. These were corrected. A few schools were dropped from the original list of highly individualized schools.

THE INSTRUMENT

The questionnaire consisted of 80 questions, divided into four major sections: general descriptive information, principal's rating of formal programs of individualization within his building, a section to describe the most highly individualized program at the school, and a section to describe the type and extent of program support.

A weighted computer program was utilized to select those schools which attained a relative high degree of individualization.

INTERPRETTING THE DIRECTORY OF HIGHLY INDIVIDUALIZED ELEMENTARY SCHOOLS

This directory is divided into three sections: Schools with primary grades, schools with intermediate grades and schools with junior high grades. The purpose of this division is to allow the reader to locate schools with programs of individualization at specific levels of interest.

Schools are described in four computor printout lines. The following four lines indicate the general categories used in the descriptive printout:

1. School Name Address Phone Number
2. I.D. Number Special Programs of Individualization School Facilities Design Enrollment Range
3. Student Classroom Placement Classroom Organization
4. Programs of Individualization that are fairly well developed or highly developed.

The purpose of this directory is to assist educators in locating schools with well developed programs of individualization. No warrant is given as to the absolute accuracy of a given description. The schools listed are well along the road to the goal of individualization and are in various stages of development. Any visits or requests for information must be arranged personally in advance through the school district or building principal. The Chicago Consortium and the National Institute of Education have not made any arrangements with the listed schools for observations and visitations by interested parties. The schools listed do not receive any funding through this project for their programs.

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE PRIMARY LEVEL

```
OAK THERAPEUTIC SCH  3225 W FOSTER        CHICAGO    539-2293
0060     LOCAL PROGRAM      TRAD. EGGCRATE CLASSROOM     0-199
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART         SOC. ST.

YALE ELEMENTARY      7025 SOUTH PRINCETON CHICAGO    312-7831234
0135     LOCAL PROGRAM      TRAD. EGGCRATE CLASSROOM     600-799
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

NEARNORTH MONTESSORI 1010 W CHICAGO AVE   CHICAGO    312-2261010
0231     LOCAL PROGRAM      EGGCRATE WITH WALLS DOWN     0-199
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

QUEEN OF ANGELS      4520 N WESTERN AVE   CHICAGO    769-4211
0277     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM     400-599
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

FOREST ROAD ELEMENTA 920 BARNSDALE ROAD   LAGRANGEPK 354-5544
0321     LOCAL PROGRAM      EGGCRATE AND OPEN SPACE      400-599
GRADED-CONTINUOUS PROGRESS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING          SCIENCE SOC. ST.

EL SIERRA            6835 FAIRMOUNT       DOWNERS GR 968-5454
0328     OPEN CLASSROOM     OPEN SPACE PODS              200-399
GRADED-CONTINUOUS PROGRESS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SANBORN              101 N OAK            PALATINE   358-0459
0479     LOCAL PROGRAM      TRAD. EGGCRATE CLASSROOM     400-599
GRADED-CONTINUOUS PROGRESS               SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING          SCIENCE SOC. ST.

JOHN MUIR SCHOOL     1973 KENSINGTON AVE  HOFFMAN ES 882-7750
0510     I.G.E. SCHOOL      OPEN SPACE PODS              200-399
GRADED-CONTINUOUS PROGRESS               DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING          SCIENCE

WASHINGTON           835 PRAIRIE          DOWNERSGRO 968-5454
0710     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM     200-399
GRADED-CONTINUOUS PROGRESS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE PRIMARY LEVEL

```
MADISON                 157TH AND ORCHID DR  SO HOLLAND 339-2117
0734     I.G.E. SCHOOL        EGGCRATE WITH WALLS DOWN       200-399
MULTI-AGED AT LEAST ONE SUBJECT              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING


OAKWOOD                 OAKWOOD & SCHOOL STS MATTESON   748-5574
0736     LOCAL PROGRAM        EGGCRATE WITH WALLS DOWN       200-399
MULTI-AGED FOR MOST SUBJECTS                 DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


ROY DE SHANE            523 HIAWATHA DR      CAROL STRM 668-7345
0754     LOCAL PROGRAM        OPEN SPACE PODS                200-399
MULTI-AGED FOR MOST SUBJECTS                 INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


RAVINIA SCHOOL          763 DEAN AVE         HIGHLAND   432-4260
0803     I.P.I. SCHOOL        TRAD. EGGCRATE CLASSROOM       200-399
GRADED-CONTINUOUS PROGRESS                   SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


ST STEPHEN PROTOMARTY PROSPECT AND ASH STS DESPLAINES 827-2900
0805     I.G.E. SCHOOL        TRAD. EGGCRATE CLASSROOM       200-399
MULTI-AGED FOR MOST SUBJECTS                 INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE


ST HUGH                 43RD & JOLIET AVE    LYONS      447-3125
0835     I.G.E. SCHOOL        TRAD. EGGCRATE CLASSROOM       200-399
MULTI-AGED AT LEAST ONE SUBJECT              DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


WINNEBAGO               195 GREENWAY DRIVE   BLOOMINGDA 893-1880
0901     OPEN CLASSROOM       OPEN SPACE PODS                600-799
MULTI-AGED AT LEAST ONE SUBJECT              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


BERKLEY                 2501 N CHESTNUT      ARLNTON HT 255-4790
0969     OPEN CLASSROOM       OPEN SPACE PODS                400-599
GRADED-CONTINUOUS PROGRESS                   SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM:     READING LANG.ART SCIENCE SOC. ST.


KIMBERLY HEIGHTS        6141 KIMBERLY DR     TINLEYPARK 312-5326437
1020     I.G.E. SCHOOL        TRAD. EGGCRATE CLASSROOM       200-399
MULTI-AGED FOR MOST SUBJECTS                 SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM:     READING LANG.ART
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE PRIMARY LEVEL

```
PATTON               1616 NORTH PATTON    ARLNGTN HT 312-2591296
1043     LOCAL PROGRAM      EGGCRATE WITH WALLS DOWN    200-399
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

C E MILLER           125 W TRAUBE         WESTMONT
1049     OPEN CLASSROOM     EGGCRATE AND OPEN SPACE     200-399
GRADED-CONTINUOUS PROGRESS               SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

CLYDE LYON SCHOOL    1949 HIGHLAND AVENUE GLENVIEW   724-5246
1078     OPEN CLASSROOM     EGGCRATE WITH WALLS DOWN    400-599
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ST RAYMOND           300 S ELMHURST       MTPROSPECT 253-8555
1108     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM    600-799
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

OLIVE 303 FAST OLIVE 303 FAST OLIVE       ARLINGTON  259-0671
1191     OPEN CLASSROOM     EGGCRATE AND OPEN SPACE     400-599
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

BEACON HILL SCHOOL   401 CONCORD DRIVE    CHICAGO HT 312-4813450
1268     OPEN CLASSROOM     EGGCRATE AND OPEN SPACE     400-599
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART         SOC. ST.

LINCOLN              720 N LINCOLN        ADDISON    543-4700
1334     LOCAL PROGRAM      OPEN SPACE PODS             200-399
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

MONTESSORISOUTHSHORE 2555 E 73RD ST       CHICAGO    374-9249
1378     LOCAL PROGRAM      TRAD. EGGCRATE CLASSROOM      0-199
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

COOPERTIVE SCHOOL #3 2242 E 75TH          CHICAGO    721-0741
1385     OPEN CLASSROOM     EGGCRATE WITH WALLS DOWN      0-199
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS AT THE PRIMARY LEVEL

```
SERENA HILLS SCHOOL  255 PLEASANT DRIVE   CHI. HGTS. 754-1644
1392      LOCAL PROGRAM       TRAD. EGGCRATE CLASSROOM      400-599
GRADED-CONTINUOUS PROGRESS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


WALT DISNEY MAGNET   4140 N MARINE DRIVE  CHICAGO    525-3731
1427      I.G.E. SCHOOL       OPEN SPACE PODS               1000&UP
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE


ELMWOOD SCHOOL       1024 MAGNOLIA LANE   NAPERVILLE 355-4435
1439      P.L.A.N. SCHOOL     EGGCRATE WITH WALLS DOWN      800-999
GRADED-CONTINUOUS PROGRESS                SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


BROOK VIEW           520 GARY DRIVE       BOLINGBROK 312-7397155
1503      OPEN CLASSROOM      EGGCRATE AND OPEN SPACE       1000&UP
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


MECHANICS GROVE SCH  1200 MIDLOTHIAN AVE  MUNDELEIN  566-6190
1574      I.G.E. SCHOOL       OPEN SPACE PODS               200-399
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART         SOC. ST.


ST DAMIAN            5300 W 155TH STREET  OAK FOREST 687-4230
1589      I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM      600-799
MULTI-AGED AT LEAST ONE SUBJECT           DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


KRUSE EDUCATION CENT 7617 HEMLOCK         ORLAND PK  312-5321771
1679      LOCAL PROGRAM       OPEN SPACE PODS               400-599
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


GLIDDEN ELEMENTARY   SOUTH FIRST STREET   DEKALB     758-7431
1729      OPEN CLASSROOM      TRAD. EGGCRATE CLASSROOM      200-399
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


HUBBARD WOODS        1110 CHATFIELD ROAD  WINNETKA   446-0920
1746      LOCAL PROGRAM       EGGCRATE WITH WALLS DOWN      200-399
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE PRIMARY LEVEL

```
INDIAN GROVE         1340 BURNING BUSH LN MTPROSPECT 298-1976
1761     LOCAL PROGRAM      EGGCRATE AND OPEN SPACE     400-599
GRADED-TRADITIONAL FORMAT                SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

FIERKE EDUCATION CTR 6535 W VICTORIA      OAK FOREST 312-5321771
1815     LOCAL PROGRAM      OPEN SPACE PODS             200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

WASHINGTON           911 BRIDLE LANE      WHEATON    312-6530200
1847     LOCAL PROGRAM      OPEN SPACE PODS             400-599
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SOUTHWEST ELEMENTARY 9900 CENTRAL PARK    EVG PK     312-6368639
1883     I.G.E. SCHOOL      EGGCRATE AND OPEN SPACE     200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH                 SCIENCE

NATHAN HALE SCHOOL   19055 BURNHAM AVE    LANSING    895-3030
1994     LOCAL PROGRAM      EGGCRATE AND OPEN SPACE     600-799
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART        SOC. ST.

ST VINCENT FERRER    1515 LATHROP         RIVR/FORST 369-8240
2017     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM    400-599
MULTI-AGED AT LEAST ONE SUBJECT          INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH

ALCUIN MONTESSORI    301 S RIDGELAND      OAK PARK   386-6646
2021                        OPEN SPACE PODS             0-199
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ST ATHANASIUS        2510 ASHLAND         EVANSTON   864-2650
2026     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM    200-399
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM:      READING LANG.ART

PLEASANT HILL        26 W 212 GENEVA RD   WHEATON    653-0200
2029     P.L.A.N. SCHOOL    EGGCRATE WITH WALLS DOWN    200-399
GRADED-CONTINUOUS PROGRESS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE PRIMARY LEVEL

ST FERDINAND 3131 N MASON AVE CHICAGO 622-3022
2260 I.G.E. SCHOOL EGGCRATE WITH WALLS DOWN 1000&UP
MULTI-AGED AT LEAST ONE SUBJECT SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH

ST CALLISTUS 2187 W BOWLER CHICAGO 312-7332812
2357 LOCAL PROGRAM TRAD. EGGCRATE CLASSROOM 200-399
MULTI-AGED AT LEAST ONE SUBJECT SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SOC. ST.

DAWES 440 DODGE AVE EVANSTON 492-7950
2504 I.G.E. SCHOOL TRAD. EGGCRATE CLASSROOM 200-399
MULTI-AGED AT LEAST ONE SUBJECT INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING

CENTRAL 200 N LINDEN WESTMONT 969-3794
2568 I.P.I. SCHOOL EGGCRATE AND OPEN SPACE 200-399
GRADED-CONTINUOUS PROGRESS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE

WASHINGTON 202 W GRANT MARENGO 815-5688921
2572 LOCAL PROGRAM EGGCRATE WITH WALLS DOWN 200-399
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING SCIENCE

M C ODONNELL 1640 RECINGER RD AURORA 898-5857
2586 P.L.A.N. SCHOOL OPEN SPACE PODS 200-399
GRADED-CONTINUOUS PROGRESS SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ROSEMONT ELEMENTARY 6101 NORTH RUBY ST ROSEMONT 825-0144
2592 I.P.I. SCHOOL OPEN SPACE PODS 200-399
MULTI-AGED AT LEAST ONE SUBJECT INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

LINCOLN SCHOOL 511 PARK AV RIVERFORST 369-7340
2594 LOCAL PROGRAM TRAD. EGGCRATE CLASSROOM 200-399
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

CANTERBURY ELEM 875 CANTERBURY DRIVE CRYSTAL LK 815-4598180
2597 LOCAL PROGRAM OPEN SPACE PODS 400-599
MULTI-AGED AT LEAST ONE SUBJECT INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE PRIMARY LEVEL

```
RAY COMMUNITY SCHOOL 5631 S KIMBARK AVE   CHICAGO    288-6021
2619      OPEN CLASSROOM     TRAD. EGGCRATE CLASSROOM       400-599
GRADED-CONTINUOUS PROGRESS                SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


THOMAS JEFFERSON ELE 2651 GLENWOOD AVE    JOLIET     725-0262
2621      LOCAL PROGRAM      OPEN SPACE PODS                400-599
MULTI-AGED AT LEAST ONE SUBJECT           DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE


GOWER WEST           6750 CLARENDON HILLS CLARENDON  312-3237233
2625      OPEN CLASSROOM     EGGCRATE AND OPEN SPACE        600-799
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


WESTFIELD            25125 MAYFIELD LN    GLEN ELLYN 312-8582770
2649      LOCAL PROGRAM      EGGCRATE AND OPEN SPACE        200-399
GRADED-CONTINUOUS PROGRESS                SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


CHATEAUX             3600 CHAMBORD        HAZELCREST 331-0880
2658      I.G.E. SCHOOL      OPEN SPACE PODS                200-399
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING          SCIENCE SOC. ST.


TRUTH PRIMARY SCHOOL 1443 NORTH OGDEN     CHICAGO    664-0348
2693      I.G.E. SCHOOL      OPEN SPACE PODS                600-799
GRADED-CONTINUOUS PROGRESS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


GLEN GROVE SCHOOL    3900 GLENVIEW RD     GLENVIEW   PA4-7000
2695      OPEN CLASSROOM     EGGCRATE WITH WALLS DOWN       400-599
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


BUTTERFIELD SCHOOL                        LIBERTYVLL 312-3623120
2696      LOCAL PROGRAM      OPEN SPACE PODS                600-799
MULTI-AGED AT LEAST ONE SUBJECT           INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


HANOVER HIGHLANDS    1451 CYPRESS AVE     HANOVER PK
2718      I.G.E. SCHOOL      EGGCRATE AND OPEN SPACE        600-799
MULTI-AGED FOR MOST SUBJECTS              DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

```
OAK THERAPEUTIC SCH  3225 W FOSTER          CHICAGO    539-2293
0060       LOCAL PROGRAM       TRAD. EGGCRATE CLASSROOM      0-199
MULTI-AGED FOR MOST SUBJECTS              SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART          SOC. ST.

YALE ELEMENTARY      7025 SOUTH PRINCETON CHICAGO    312-7831234
0135       LOCAL PROGRAM       TRAD. EGGCRATE CLASSROOM      600-799
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

NEARNORTH MONTESSORI 1010 W CHICAGO AVE   CHICAGO    312-2261010
0231       LOCAL PROGRAM       EGGCRATE WITH WALLS DOWN      0-199
MULTI-AGED FOR MOST SUBJECTS              SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

QUEEN OF ANGELS      4520 N WESTERN AVE   CHICAGO    769-4211
0277       I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM      400-599
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

FOREST ROAD ELEMENTA 920 BARNSDALE ROAD   LAGRANGEPK 354-5544
0321       LOCAL PROGRAM       EGGCRATE AND OPEN SPACE       400-599
GRADED-CONTINUOUS PROGRESS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING             SCIENCE SOC. ST.

EL SIERRA            6835 FAIRMOUNT       DOWNERS GR 968-5454
0328       OPEN CLASSROOM      OPEN SPACE PODS               200-399
GRADED-CONTINUOUS PROGRESS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SANBORN              101 N OAK            PALATINE   358-0459
0479       LOCAL PROGRAM       TRAD. EGGCRATE CLASSROOM      400-599
GRADED-CONTINUOUS PROGRESS                SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

JOHN MUIR SCHOOL     1973 KENSINGTON AVE  HOFFMAN ES 882-7750
0510       I.G.E. SCHOOL       OPEN SPACE PODS               200-399
MULTI-AGED FOR MOST SUBJECTS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING             SCIENCE

WASHINGTON           835 PRAIRIE          DOWNERSGRO 968-5454
0710       I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM      200-399
MULTI-AGED AT LEAST ONE SUBJECT           INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

```
MADISON              157TH AND ORCHID DR  SO HOLLAND 339-2117
0734     I.G.E. SCHOOL      EGGCRATE WITH WALLS DOWN     200-399
MULTI-AGED AT LEAST ONE SUBJECT          INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING          SCIENCE


OAKWOOD              OAKWOOD & SCHOOL STS MATTESON   748-5574
0736     LOCAL PROGRAM      EGGCRATE WITH WALLS DOWN     200-399
MULTI-AGED FOR MOST SUBJECTS             DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


RAVINIA SCHOOL       763 DEAN AVE         HIGHLAND   432-4260
0803     I.P.I. SCHOOL      TRAD. EGGCRATE CLASSROOM     200-399
GRADED-CONTINUOUS PROGRESS               SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


ST STEPHEN PRTOMARTY PROSPECT AND ASH STS DESPLAINES 827-2900
0805     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM     200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


ST HUGH              43RD & JOLIET AVE    LYONS      447-3125
0835     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM     200-399
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


WINNEBAGO            195 GREENWAY DRIVE   BLOOMINGDA 893-1880
0901     OPEN CLASSROOM     OPEN SPACE PODS              600-799
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


BERKLEY              2501 N CHESTNUT      ARLNTON HT 255-4790
0969     OPEN CLASSROOM     OPEN SPACE PODS              400-599
GRADED-CONTINUOUS PROGRESS               SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM:      READING LANG.ART         SOC. ST.


PATTON               1616 NORTH PATTON    ARLNGTN HT 312-2591296
1043     LOCAL PROGRAM      EGGCRATE WITH WALLS DOWN     200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


C E MILLER           125 W TRAUBE         WESTMONT
1049     OPEN CLASSROOM     EGGCRATE AND OPEN SPACE      200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

```
CLYDE LYON SCHOOL    1949 HIGHLAND AVENUE GLENVIEW  724-5246
1078     OPEN CLASSROOM    EGGCRATE WITH WALLS DOWN     400-599
MULTI-AGED AT LEAST ONE SUBJECT         SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ST RAYMOND           300 S ELMHURST      MTPROSPECT 253-8555
1108     I.G.E. SCHOOL     TRAD. EGGCRATE CLASSROOM     600-799
MULTI-AGED FOR MOST SUBJECTS            INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

OLIVE 303 EAST OLIVE 303 EAST OLIVE      ARLINGTON  259-0671
1191     OPEN CLASSROOM    EGGCRATE AND OPEN SPACE      400-599
MULTI-AGED FOR MOST SUBJECTS            SELF-CONTAINED OPEN
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

LINCOLN              720 N LINCOLN       ADDISON    543-4700
1334     LOCAL PROGRAM     OPEN SPACE PODS              200-399
MULTI-AGED FOR MOST SUBJECTS            SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

MONTESSORISOUTHSHORE 2555 E 73RD ST      CHICAGO    374-9249
1378     LOCAL PROGRAM     TRAD. EGGCRATE CLASSROOM       0-199
MULTI-AGED FOR MOST SUBJECTS            SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

COOPERTIVE SCHOOL #3 2242 E 75TH         CHICAGO    721-0741
1385     OPEN CLASSROOM    EGGCRATE WITH WALLS DOWN       0-199
MULTI-AGED FOR MOST SUBJECTS            INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SERENA HILLS SCHOOL  255 PLEASANT DRIVE  CHI. HGTS. 754-1644
1392     LOCAL PROGRAM     TRAD. EGGCRATE CLASSROOM     400-599
GRADED-CONTINUOUS PROGRESS              INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SCHRUM               166TH & GORDON      CALUMETCTY 862-4236
1409     I.G.E. SCHOOL     EGGCRATE AND OPEN SPACE      400-599
MULTI-AGED FOR MOST SUBJECTS            INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

WALT DISNEY MAGNET   4140 N MARINE DRIVE CHICAGO    525-3731
1427     I.G.E. SCHOOL     OPEN SPACE PODS              1000&UP
MULTI-AGED FOR MOST SUBJECTS            INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

ELMWOOD SCHOOL 1024 MAGNOLIA LANE NAPERVILLE 355-4435
1439 P.L.A.N. SCHOOL EGGCRATE WITH WALLS DOWN 800-999
GRADED-CONTINUOUS PROGRESS SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

BROOK VIEW 520 GARY DRIVE BOLINGBROK 312-7397155
1503 OPEN CLASSROOM EGGCRATE AND OPEN SPACE 1000&UP
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

MECHANICS GROVE SCH 1200 MIDLOTHIAN AVE MUNDELEIN 566-6190
1574 I.G.E. SCHOOL OPEN SPACE PODS 200-399
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SOC. ST.

ST DAMIAN 5300 W 155TH STREET OAK FOREST 687-4230
1589 I.G.E. SCHOOL TRAD. EGGCRATE CLASSROOM 600-799
MULTI-AGED AT LEAST ONE SUBJECT DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

KRUSE EDUCATION CENT 7617 HEMLOCK ORLAND PK 312-5321771
1679 LOCAL PROGRAM OPEN SPACE PODS 400-599
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

GLIDDEN ELEMENTARY SOUTH FIRST STREET DEKALB 758-7431
1729 OPEN CLASSROOM TRAD. EGGCRATE CLASSROOM 200-399
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SKOKIE 520 GLENDALE AVENUE WINNETKA 446-9400
1742 LOCAL PROGRAM EGGCRATE WITH WALLS DOWN 400-599
GRADED-CONTINUOUS PROGRESS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

HUBBARD WOODS 1110 CHATFIELD ROAD WINNETKA 446-0920
1746 LOCAL PROGRAM EGGCRATE WITH WALLS DOWN 200-399
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

INDIAN GROVE 1340 BURNING BUSH LN MTPROSPECT 298-1976
1761 LOCAL PROGRAM EGGCRATE AND OPEN SPACE 400-599
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

```
FIERKE EDUCATION CTR 6535 W VICTORIA      OAK FOREST 312-5321771
1815     LOCAL PROGRAM      OPEN SPACE PODS              200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

WASHINGTON           911 BRIDLE LANE      WHEATON    312-6530200
1847     LOCAL PROGRAM      OPEN SPACE PODS              400-599
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

SOUTHWEST ELEMENTARY 9900 CENTRAL PARK    EVG PK     312-6368639
1883     I.G.E. SCHOOL      EGGCRATE AND OPEN SPACE      200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH                  SCIENCE

NATHAN HALE SCHOOL   19055 BURNHAM AVE    LANSING    895-3030
1994     LOCAL PROGRAM      EGGCRATE AND OPEN SPACE      600-799
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART         SOC. ST.

ST VINCENT FERRER    1515 LATHROP         RIVR/FORST 369-8240
2017     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM     400-599
MULTI-AGED AT LEAST ONE SUBJECT          INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH

ALCUIN MONTESSORI    301 S RIDGELAND      OAK PARK   386-6646
2021                        OPEN SPACE PODS              0-199
MULTI-AGED FOR MOST SUBJECTS             SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ST ATHANASIUS        2510 ASHLAND         EVANSTON   864-2650
2026     I.G.E. SCHOOL      TRAD. EGGCRATE CLASSROOM     200-399
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM:      READING LANG.ART

PLEASANT HILL        26 W 212 GENEVA RD   WHEATON    653-0200
2029     P.L.A.N. SCHOOL    EGGCRATE WITH WALLS DOWN     200-399
MULTI-AGED FOR MOST SUBJECTS             DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

TROY-CRAUGHWELL      BLACK & ESSINGTON RD JOLIET     815-7258912
2120     I.G.E. SCHOOL      EGGCRATE AND OPEN SPACE      600-799
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

```
ST FERDINAND          3131 N MASON AVE     CHICAGO    622-3022
2260     I.G.E. SCHOOL       EGGCRATE WITH WALLS DOWN      1000&UP
MULTI-AGED AT LEAST ONE SUBJECT            DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH


ST CALLISTUS          2187 W BOWLER        CHICAGO    312-7332812
2357     LOCAL PROGRAM       TRAD. EGGCRATE CLASSROOM      200-399
GRADED-CONTINUOUS PROGRESS                 DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART         SOC. ST.


DAWES                 440 DODGE AVE        EVANSTON   492-7950
2504     I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM      200-399
MULTI-AGED AT LEAST ONE SUBJECT            INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM:      READING


PARKLAND              1802 RINGWOOD RD     MCHENRY    815-3858810
2527     NONE                OPEN SPACE PODS               400-599
GRADED-CONTINUOUS PROGRESS                 INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


CENTRAL               200 N LINDEN         WESTMONT   969-3794
2568     I.P.I. SCHOOL       EGGCRATE AND OPEN SPACE       200-399
GRADED-CONTINUOUS PROGRESS                 DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE


M C ODONNELL          1640 RECINGER RD     AURORA     898-5857
2586     P.L.A.N. SCHOOL     OPEN SPACE PODS               200-399
MULTI-AGED FOR MOST SUBJECTS               DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


ROSEMONT ELEMENTARY  6101 NORTH RUBY ST    ROSEMONT   825-0144
2592     I.P.I. SCHOOL       OPEN SPACE PODS               200-399
MULTI-AGED FOR MOST SUBJECTS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


LINCOLN SCHOOL        511 PARK AV          RIVERFORST 369-7340
2594     LOCAL PROGRAM       TRAD. EGGCRATE CLASSROOM      200-399
MULTI-AGED FOR MOST SUBJECTS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


CANTERBURY ELEM      875 CANTERBURY DRIVE CRYSTAL LK 815-4598180
2597     LOCAL PROGRAM       OPEN SPACE PODS               400-599
MULTI-AGED FOR MOST SUBJECTS               INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE INTERMEDIATE LEVEL

```
RAY COMMUNITY SCHOOL 5631 S KIMBARK AVE   CHICAGO    288-6021
2619      OPEN CLASSROOM      TRAD. EGGCRATE CLASSROOM      400-599
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

THOMAS JEFFERSON ELE 2651 GLENWOOD AVE    JOLIET     725-0262
2621      LOCAL PROGRAM       OPEN SPACE PODS               400-599
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE

JOHNSBURG MIDDLE SCH 2117 W CHURCH ST     MCHENRY    815-3853091
2626      LOCAL PROGRAM       OPEN SPACE PODS               0-199
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

WESTFIELD           25125 MAYFIELD LN     GLEN ELLYN 312-8582770
2649      LOCAL PROGRAM       EGGCRATE AND OPEN SPACE       200-399
GRADED-CONTINUOUS PROGRESS               SELF-CONTAINED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

CHATEAUX            3600 CHAMBORD         HAZELCREST 331-0880
2658      I.G.E. SCHOOL       OPEN SPACE PODS               200-399
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING          SCIENCE SOC. ST.

GLEN GROVE SCHOOL   3900 GLENVIEW RD      GLENVIEW   PA4-7000
2695      OPEN CLASSROOM      EGGCRATE WITH WALLS DOWN      400-599
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

BUTTERFIELD SCHOOL                        LIBERTYVLL 312-3623120
2696      LOCAL PROGRAM       OPEN SPACE PODS               600-799
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

WOODLAWN ACADEMY    6420 S UNIVERSITY     CHICAGO    288-2300
2703      P.L.A.N. SCHOOL     TRAD. EGGCRATE CLASSROOM      0-199
MULTI-AGED FOR MOST SUBJECTS             DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART          SOC. ST.

HANOVER HIGHLANDS   1451 CYPRESS AVE      HANOVER PK
2718      I.G.E. SCHOOL       EGGCRATE AND OPEN SPACE       600-799
MULTI-AGED FOR MOST SUBJECTS             DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE JUNIOR HIGH LEVEL

```
QUEEN OF ANGELS       4520 N WESTERN AVE   CHICAGO     769-4211
0277     I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM       400-599
MULTI-AGED FOR MOST SUBJECTS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


SKILES MIDDLE SCHOOL 2424 LAKE             EVANSTON   312-4927876
0634     NONE                EGGCRATE AND OPEN SPACE        400-599
GRADED-TRADITIONAL FORMAT                   DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


ST STEPHEN PRTOMARTY PROSPECT AND ASH STS DESPLAINES 827-2900
0805     I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM       200-399
MULTI-AGED FOR MOST SUBJECTS                DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART


ST HUGH                43RD & JOLIET AVE    LYONS       447-3125
0835     I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM       200-399
MULTI-AGED FOR MOST SUBJECTS                DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


ST RAYMOND             300 S ELMHURST       MTPROSPECT 253-8555
1108     I.G.E. SCHOOL       TRAD. EGGCRATE CLASSROOM       600-799
MULTI-AGED FOR MOST SUBJECTS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.


SCHRUM                 166TH & GORDON       CALUMETCTY 862-4236
1409     I.G.E. SCHOOL       EGGCRATE AND OPEN SPACE        400-599
GRADED-TRADITIONAL FORMAT                   DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING             SCIENCE SOC. ST.


WALT DISNEY MAGNET   4140 N MARINE DRIVE   CHICAGO     525-3731
1427     I.G.E. SCHOOL       OPEN SPACE PODS                1000&UP
MULTI-AGED FOR MOST SUBJECTS                INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE


GOMPERS JR HIGH      COPPERFIELD & BRIGGS JOLIET       815-7275276
1444     LOCAL PROGRAM       EGGCRATE AND OPEN SPACE        1000&UP
MULTI-AGED FOR MOST SUBJECTS                DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE
```

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE JUNIOR HIGH LEVEL

WASHBURNE SCHOOL 515 HIBBARD ROAD WINNETKA 446-9400
1616 LOCAL PROGRAM TRAD. EGGCRATE CLASSROOM 400-599
GRADED-TRADITIONAL FORMAT DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

MARIE MURPHY JR HS 2921 ILLINOIS RD WILMETTE 392-0656
1621 EGGCRATE WITH WALLS DOWN 400-599
GRADED-CONTINUOUS PROGRESS DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH LANG.ART SCIENCE SOC. ST.

FLOSSMOOR JR HIGH SC 2810 SCHOOL STREET FLOSSMOOR 798-0641
1709 EGGCRATE WITH WALLS DOWN 800-999
GRADED-TRADITIONAL FORMAT DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH LANG.ART SCIENCE

ST VINCENT FERRER 1515 LATHROP RIVR/FORST 369-8240
2017 I.G.E. SCHOOL TRAD. EGGCRATE CLASSROOM 400-599
MULTI-AGED FOR MOST SUBJECTS INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

ST ATHANASIUS 2510 ASHLAND EVANSTON 864-2650
2026 I.G.E. SCHOOL TRAD. EGGCRATE CLASSROOM 200-399
MULTI-AGED AT LEAST ONE SUBJECT DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ST CALLISTUS 2187 W BOWLER CHICAGO 312-7332812
2357 LOCAL PROGRAM TRAD. EGGCRATE CLASSROOM 200-399
GRADED-CONTINUOUS PROGRESS DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SOC. ST.

PARKLAND 1802 RINGWOOD RD MCHENRY 815-3858810
2527 NONE OPEN SPACE PODS 400-599
GRADED-CONTINUOUS PROGRESS DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

ROSEMONT ELEMENTARY 6101 NORTH RUBY ST ROSEMONT 825-0144
2592 I.P.I. SCHOOL OPEN SPACE PODS 200-399
MULTI-AGED FOR MOST SUBJECTS DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE

SCHOOLS WITH INDIVIDUALIZED PROGRAMS
AT THE JUNIOR HIGH LEVEL

```
RAY COMMUNITY SCHOOL 5631 S KIMBARK AVE   CHICAGO    288-6021
2619     OPEN CLASSROOM     TRAD. EGGCRATE CLASSROOM      400-599
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

LINCOLN JR HIGH       1320 S OLYMPUS      NAPERVILLE 357-1650
2644      P.L.A.N. SCHOOL   TRAD. EGGCRATE CLASSROOM      800-999
GRADED-TRADITIONAL FORMAT                DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE SOC. ST.

JOHN HOPE MIDDLE      5515 S LOWE AVE     CHICAGO    651-0600
2672      I.G.E. SCHOOL     EGGCRATE AND OPEN SPACE      1000&UP
MULTI-AGED FOR MOST SUBJECTS             INTERDISCIPLINARY TEAM
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART

BUTTERFIELD SCHOOL                        LIBERTYVLL 312-3623120
2696      LOCAL PROGRAM     OPEN SPACE PODS               600-799
MULTI-AGED AT LEAST ONE SUBJECT          DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART SCIENCE

WOODLAWN ACADEMY      6420 S UNIVERSITY   CHICAGO    288-2300
2703      P.L.A.N. SCHOOL   TRAD. EGGCRATE CLASSROOM     0-199
MULTI-AGED FOR MOST SUBJECTS             DEPARTMENTALIZED
INDIVIDUALIZED PROGRAM: MATH READING LANG.ART        SOC. ST.
```